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ABSTRACT

Forty-seven materials considered exemplary in terms of their applicability to both career education and social studies are analyzed in this sourcebook. The purpose of the sourcebook is to provide some suggestions about where to find career education materials as well as to provide a broad picture of the characteristics of these materials. The information provided in this sourcebook is based on the findings of work completed by the Social Science Education Consortium's Career Education in Social Studies Project. The project staff collected and analyzed over 750 career education and social studies curriculum programs and chose 47 as exemplary for use in this publication. A framework was developed to analyze each piece of material, including descriptive data (title, author, publisher, date, grade level, and materials and cost), as well as analytical information such as rationale, objectives, content, and teaching procedures. The analyses are presented by means of a checklist as well as in narrative form. The checklist includes at a glance such information as time requirements, student activities, social studies disciplines emphasized, and career education elements covered by the material. The analyses are organized in alphabetical order by the name of the materials. (Author/JR)

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CAREER EDUCATION SOURCEBOOK

by

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Introduction

Perhaps one of the most difficult aspects of implementing a career education program in the schools is the identification and selection of curriculum materials. This is true when the intent is simply to add a career education course to the curriculum. It is even more critical when the goal is infusing career education into the content areas. Materials will not "make or break" the infused career education program, but the use of educationally sound, *appropriate* materials can enhance a curriculum, while the use of unsound, *inappropriate* materials can diminish the impact of a well-conceptualized program. The purpose of this sourcebook is to provide some suggestions about where to find career education materials as well as to provide a broad picture of the characteristics of these materials.

The information provided in this sourcebook is based on the findings of work completed by the Social Science Education Consortium's Career Education in Social Studies Project which was funded by a grant from the Office of Career Education, U.S. Office of Education. The project staff collected and analyzed over 750 career education and social studies curriculum programs and prepared several publications based on the findings of those analyses.

Sources of Materials

There is an enormous amount of material available for teaching career education, but it is often not easy for social studies teachers to locate because its publishers are diverse and useful materials are not always labeled *career education*. Worse, much material that should properly be called vocational education rather than career education is categorized under the second term. School and public libraries, as well as resource centers, are potential sources of materials. However, teachers should also consider the following sources when looking for career education materials.

Publishers Catalogues. Textbook publishers' lists are a primary source for identifying career education materials. Many publishers list such materials under the heading of career education. Many useful titles can also be found under humanities, language arts, and social studies.

Furthermore, many of the basal social studies programs--elementary, American history, culture studies, and so on--include major components which focus on careers and the world of work. There are also a number of publishers who are not generally considered as *content* publishers that have significant career education offerings. Often these companies have specialized in vocational education programs. As educational needs have changed and with changes in market demand, they have expanded their offerings to include sound, well-designed career education programs.

Bibliographies. Another source for identifying materials is bibliographies compiled by people working in the field of career education. Reference lists in career education texts or supplementary materials can lead to other programs. Many government agencies such as the Office of Career Education of the U.S. Office of Education, the various regional laboratories for educational research, and the ERIC Clearinghouse for Career Education have produced general or specialized resource lists. In addition, many projects which have received government funding have prepared excellent bibliographies. Most state departments of education also have career education specialists who have either developed resource guides or can make other listings available. A bibliography of career education readings, teacher resources, and games and simulations is contained in the last section of this sourcebook.

Curriculum Guides. Many school districts have designed curriculum guides for their own students that can be used by other schools or districts. It is difficult to generalize about these products because the quality is uneven. Most, however, contain some usable ideas and clues to where materials can be found. Sources of study prepared by state departments of education are also helpful. Information about nationally validated career education programs can be obtained from the office of the state facilitator.

ERIC. The ERIC Clearinghouse for Career Education systematically acquisitions rationale statements, position papers, curriculum guides, evaluation information, conference reports and notes, pertinent journal articles which relate to career education. These documents are available in microfiche at many university libraries and can be purchased in microfiche or hardcopy from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210.

Industry and Labor. Many businesses and labor unions have prepared publications which focus on jobs within their organizations. Most of these publications emphasize such things as educational requirements, skills involved, and opportunities available. A few, on the other hand, deal with broader topics such as technology and lifestyles of typical workers. It should be pointed out that much of what is available from these two sources should more properly be viewed as useful resource material for the teacher. It is often difficult to infuse but is helpful in providing an information base. Teachers who want to involve community representatives in the school program need to understand how the various community businesses work.

Kinds of Materials

Although the scope of career education is wide and includes hundreds of resource possibilities, these resources fall into three categories: curriculum materials, student resources, and teacher resources.

Curriculum Materials. Curriculum materials are defined here as materials having both a student component, such as a text or filmstrip, and a teacher component, such as an instructional guide or list of suggested activities.

Textbooks are the most easily recognizable group of curriculum materials. There are two types of textbooks available which are of interest--those that have as their primary content career education and those that have the social studies. There are relatively few textbooks in either category. Those that focus on career education tend to be vocation or job cluster oriented; and while they may be excellent, they are difficult to infuse into social studies programs. A textbook program of this kind is *Succeeding in the World of Work* (McKnight Publishing Company, 1975). Social studies textbooks which have significant career components are less difficult to find. Among those which can properly be called social science that do have significant career education content are *Manpower and Economic Education: A Personal and Social Approach to Career Education* (Love Publishing Company, 1973), *Your Work and Your Career* (William H. Sadlier, Inc., 1975), *American Political Behavior* (Ginn and Company, 1972), *Living in Urban America* (Holt, Rinehart & Winston, Inc., 1974), and *Scott Foresman Spectra Program* (Scott, Foresman & Company, 1971-72). There are also a number of basal elementary social studies series which have career education content. Among these are *Our Working World* (Science Research Associates, 1973), *Holt DataBank System* (Holt, Rinehart & Winston, 1976), and *Windows on Our World* (Houghton Mifflin Company, 1976).

Many of the above programs have extensive multimedia components. They are considered here as textbooks only because they are basal programs which rely primarily on textual material to convey the programmatic message. Other materials are intended by the developers to be supplementary. These materials often use a multimedia format and may include filmstrips, cassettes, posters, games and simulations, and hands-on objects. Among the relevant supplementary programs are those which focus on career education content, those that are social studies, and those that emphasize values and value clarification.

There are many examples of materials that fit each of these categories. Several examples of supplementary materials which have a career focus are: *The Lollipop Dragon: World of Work Learning Module* (Society for Visual Education, Inc., 1976), *Career Values: What Really Matters To You?* (Guidance Associates, 1974), and *Careers in Focus* (McGraw-Hill Book Company, 1976). Among the many programs that have both social science and career education content are: *Basic Concepts in Social Studies* (Learning Corporation of America, 1971), *An Economics Primer: $$$ to Donuts* (Prentice-Hall Media, 1976), *People/Choices/Decisions* (Random House, Inc., 1975), and *Episodes in Social Inquiry* (Allyn and Bacon, Inc., 1969-1974). Values and value clarification programs can often be useful in career education because they focus on self-awareness, decision-making skills, and so on. Examples of supplementary materials of this kind are: *Making Sense of Our Lives* (Argus Communications), *Deciding* and *Decisions and Outcomes* (College Entrance Examination Board, 1972, 1973), and *DUSO: Developing Understanding of Self and Others* (American Guidance Service, Inc., 1970, 1973).

Games and simulations are a third type of curriculum material that work well in infused career education programs. For the most part, these activities teach social studies concepts but require students to role play people in various careers. Real insights into the satisfactions and frustrations of jobs can often be derived from these experiences. Examples of useful games and simulations are: *Police Patrol* (Simile II, 1973), *Democracy* (Bobbs-Merrill Company, Inc., 1969), and *Mulberry* (Paul S. Amidon and Associates, Inc., 1970).

Student Resources. Student resources are those materials that students can use individually to gain information about themselves, about the world of work, and about particular careers. Among the types of materials in this category are novels, movies, and television programs. Many of these focus on particular careers and lifestyles as well as the problems and satisfactions which attend them. The following are examples of some student resources: *The Choirboys, The Happy Hooker, Advise and Consent, Lust for Life, Magnificent Obsession, The Godfather, Emergency,* and *Rich Man, Poor Man*.

Resources of this kind, if carefully selected, provide some of the best career education materials around because they offer a perspective on lifestyles and relationships of career to society that is not found in more traditional standard material. *The Death of a Salesman,* for example, is a powerful treatment of how society may treat an aging salesman.

Other student resources have been developed especially for use in classrooms but, because they do not necessarily require teacher direction, cannot be categorized as curriculum material. Some which focus on careers are designed to provide opportunities for interested students to learn more about particular careers or clusters of careers. The format for these materials is both textual and multimedia. Examples are: *Hello World* (Addison-Wesley Publishing Company, 1973) and *Careers* (Pathescope Educational Films, Inc., 1974).

With the exception of children's literature, the great bulk of student resources are for secondary level students--those who are mature enough to do independent reading and research. They are most useful when used to supplement the curriculum. They cannot provide the core material for an infused social studies program, but when integrated with other materials into an overall curriculum design, such sources may add provocative, insightful aspects to career education learning.

Teacher Resources. Teacher resources are books and articles that are not necessarily suitable for use by students but can be used by the teacher for obtaining background knowledge about career education concepts or about the world of work.

Teacher resource materials tend to be of two types. The most prevalent type is philosophical. That is, the materials provide rationales and justifications for including career education in the K-12 curriculum sequence. These sources may be general position statements or may cut across disciplinary lines to provide rationales for infusing career instruction into traditional civics, history, or sociology courses. Many of these books are academic in nature, having been written by scholars who are interested in upgrading the quality of either career education or education generally.

A second type of teacher resource is the "how-to" books. These range from general treatments on how to infuse career education or how to design an effective career education program to books which describe specific strategies and activities for classroom use. *Career Survival Skills: Focus on Affective Career Education* (Charles E. Merrill Publishing Company, 1974) is a multiresource program which contains both kinds of information, for example.

Characteristics of Materials

A survey of career education materials, social studies materials with significant career components, and values materials reveals the following characteristics:

1. The majority of the materials which can be easily infused into social studies focus on awareness--self and career--and skill development at all levels. Materials for junior and senior high school students deal with the additional career elements of educational and economic awareness and decision making. There are some programs written for junior and senior high school students which expand career awareness to also include career exploration. *Exploration* programs tend to be those which are career focused as opposed to those which are primarily social studies or values focused. In addition, *exploration* materials are easier to find among student resources, many of which are designed to provide opportunities for an in-depth examination of occupational clusters. Career *preparation* programs are invariably taught in senior high school, always focus on particular jobs or occupations, and are seldom useful additions to social studies.

2. Many of the materials available have an urban focus and careers which are portrayed tend to by "city-type" careers. Police, for example, are generally detectives or lieutenants or beat officers. Sheriffs or town marshalls seldom are discussed.

3. While many publishers have been careful to eliminate race and sex-role stereotyping, much biased material is still around. This is particularly true of materials published prior to 1973. In some instances, the pictorial representations and graphics are balanced but the textual content still contains stereotypic language. The term "he" is often used to refer to traditionally male occupations and "she" is used to refer to the traditional female ones. It is interesting to note in this regard that racial and ethnic stereotyping is less of a problem at this time than is sex-role stereotyping.

4. The quality of career education materials is very uneven. There are outstanding materials, but there are also many publications of questionable quality. Much career education material is job focused and much is quite traditional educationally. The teaching strategies and format are neither innovative nor inspired. In addition, there are few materials which relate the world of work to social studies. Both the vocational focus and traditional strategies suggest that teachers must undertake the task of creating interesting ways to infuse sound career education content into social studies formats.

5. Although there are a few developers who suggest that career education should equate with general education, the available materials are supplementary rather than core programs. The intent of many of these programs is that they should be used "in addition to" rather than "infused into" the regular curriculum. The product of adding an assortment of content is often an incoherent curriculum and a disgruntled teaching staff. The alternative to such an approach is to start with the present social studies curriculum and infuse supplementary career education content where it makes sense to do so. The result can be an expanded and enriched educational experience for students.

Analyses of 47 Career Education Materials

Introduction

When we began to work on our analyses, we examined over 750 sets of materials related to career education in the social studies. To limit the number of analyses, we selected those materials which we considered exemplary in terms of their applicability to both career education and social studies. The Career Education Materials Analysis Instrument (SSEC 1977) was used to aid in the selection process. There will always be materials we missed: those published since the work was completed, those which some consider important to include but which we did not; or those which we were simply unaware of. However, we believe that the analyses included here do represent materials of excellent educational quality, useful in infusing career education into the social studies.

What Information is Included in the Analyses?

Using the Career Education Materials Analysis Instrument as our model, we have developed a framework to include descriptive data (title, author, publisher, date, grade level, and materials and cost), as well as analytical information such as rationale, objectives, content, and teaching procedures. The analyses are presented by means of a checklist as well as in narrative form. The checklist includes at a glance such information as time requirements, student activities, social studies disciplines emphasized, and career education elements covered by the material.

The analyses are organized in alphabetical order, by the name of the materials.

ALL IN A DAY'S WORK

Descriptive Characteristics

Grade Level

K-3
X 4-6
X 7-9
10-12

Time

Curriculum (2 or more years)
Course (one year)
X Semester (half year)
Minicourse (6-9 weeks)
Unit (1-3 weeks)
X Supplementary
Other:

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
Worksheets
Films
Filmstrips
Records or tapes
Charts or posters
Transparencies
T Teacher's Guide
Tests
Other:

Substantive Characteristics

Major Content Emphasis

X Career Education
Social Studies
Other:

Social Studies Disciplines

Anthropology
Economics
Geography
History
Political science
Psychology
Social psychology
X Sociology
Interdisciplinary
Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
Economic awareness
Education awareness
X Self-awareness
X Skill development

Career Clusters

Major emphasis
Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
X Writing
X Questioning
Problem solving
X Discussion
Valuing activities
X Role play
Simulation
Research
Interviews
Community activities
Field trips
Work experience
X Other: Language arts activities

Title: ALL IN A DAY'S WORK

Authors: Miriam Levitt Baggell and Anne Ackerman

Publisher: Learning Trends
A Division of Globe Book Company, Inc.
175 Fifth Avenue
New York, New York 10010

Date: 1974

Grade Level: 4-9

Materials and Cost: Student text, 200 pp., paperbound, $2.85 (for ten or more). Teacher's Guide, 29 pp., paperbound, no charge.

All in a Day's Work, a text with a second and third grade reading level, is designed for students in intermediate and junior high grades and is intended to motivate and to build basic reading and language arts skills of reluctant readers. The authors feel that these students, despite their limited academic ability, are eager to investigate various career options. For this reason the lessons, composed of short readings and exercises, are designed to provoke thought, discussion, and increased interest in particular careers. In order for students to better understand certain questions and to experience greater success, various exercise formats have been repeated throughout the text. The exercises are geared to the development of certain skills, including vocabulary, logical thinking, listening and pronunciation, writing and speaking, and such reading comprehension skills as the ability to recognize the sequence of events, to recognize the main theme of a selection, and to recall detail. In addition, each lesson is designed to promote self-discovery by encouraging students to picture themselves in particular careers and to analyze why they would or would not like those careers.

The text consists of 31 lessons which feature true-to-life episodes involving a variety of workers. Men and women are shown in both traditional and non-traditional careers. For example, one episode concerns a male nurse; another, a female plumber. A variety of ethnic groups are also represented. The episodes are interesting, often amusing, and highly readable, covering problems encountered in various jobs and worker's values and personal characteristics. In one case, for instance, a trash collector discovers a pocketbook on top of a trash can. He looks inside and finds cash, credit cards, and important papers. The owner, feeling there are no honest people any more, fears she will never see the pocketbook again and is surprised when the trash collector brings it to her door.

Although most of the careers in the book are non-professional, some professional careers are covered as well. Through the readings and the exercises, students become acquainted with the skills, interests, and knowledge required for employment in a variety of fields. The materials are not intended to give an all-inclusive description of careers, however, but to give students a feel for particular careers by introducing them to the kinds of things that can happen on the job. The focus is on human interactions as students consider why the people in the episodes act as they do, and what the students would do in the same situation.

The text could easily supplement a community studies course by emphasizing the roles of various workers in the community. The list of careers at the end of the text related to those discussed in the lessons could be the basis for learning about additional community workers. The Teacher's Guide briefly suggests several activities, such as field trips, volunteer work at certain jobs, and studying the classified section of the local newspaper, which could further acquaint students with their own community. *All in a Day's Work* could also be used as part of a reading or language arts course, as most of the exercises focus on skills in these areas. The readings themselves get longer and more involved as the book progresses and as the students' reading skills improve. Each lesson may take from one to two class sessions to complete, depending on the students.

Exercises which include vocabulary drill and recall and discussion questions, are designed to evaluate certain skills. Answers to these are provided in the Teacher's Guide. In addition, four review lessons have been included to evaluate students' career awareness. According to the publisher there has been no formal field testing.

AMERICAN POLITICAL BEHAVIOR

Descriptive Characteristics

Grade Level

_____ K-3
_____ 4-6
9 7-9
X 10-12

Time

_____ Curriculum (2 or more years)
X Course (one year)
_____ Semester (half year)
_____ Minicourse (6-9 weeks)
_____ Unit (1-3 weeks)
_____ Supplementary
_____ Other: _____

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
S Worksheets
S Films
_____ Filmstrips
_____ Records or tapes
_____ Charts or posters
S Transparencies
T Teacher's Guide
E Tests
S Other: Simulations, Board games

Substantive Characteristics

Major Content Emphasis

_____ Career Education
X Social Studies
_____ Other: _____

Social Studies Disciplines

_____ Anthropology
_____ Economics
_____ Geography
_____ History
X Political science
_____ Psychology
X Social psychology
X Sociology
_____ Interdisciplinary
_____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
_____ Career awareness
X Decision making
X Economic awareness
X Education awareness
_____ Self-awareness
X Skill development

Career Clusters

_____ Major emphasis
_____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
X Writing
X Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
X Simulation
X Research
_____ Interviews
_____ Community activities
_____ Field trips
_____ Work experience
_____ Other: _____

Title:	AMERICAN POLITICAL BEHAVIOR
Directors:	Howard D. Mehlinger University of Indiana John J. Patrick University of Indiana
Publisher:	Ginn and Company 691 Spring Street Lexington, Massachusetts 02173
Date:	1972, (revisions in progress)
Grade Level:	9-12
Materials and Cost:	Student text, 565 pp., hardcover, $7.90; student text one (Units 1-3) and student text two (Units 4-5), paperbound, $3.95 each. Teacher's Guide, paperbound, $5.65. Tests for student texts one and two, $24.20 each; APB end of year evaluations, $7.20. Transparencies for student text one, $28.40, student text two, $32.40; worksheets for student text one, $12.30, student text two, $7.30. Two simulations, $8.60 each; two board games, $63.40. Four films which have been designed to accompany the program are available from Xerox Films, 245 Long Hill Road, Middletown, Connecticut 06457.

American Political Behavior is a behaviorally oriented social science program which has been designed as an alternative to traditional civics and American government courses. The basic textbook is presented in two ways. A hardcover text includes all five units of the material while two paperbacks cover units one, two, and three; and units four and five, respectively. The paperbacks emphasize different concepts and can stand alone to make up a one-semester course. The materials are intended to help students acquire concepts which will enable them to understand political phenomena and to assimilate, analyze, and evaluate. Among the many objectives established for APB are the following: developing student abilities to select, organize, and interpret information; developing the ability to utilize concepts and make generalizations about political activity and behavior; increasing the capability to develop or select appropriate alternatives; developing an ability to make rational value judgments based upon empirical evidence; and reinforcing democratic political beliefs.

The content of the program is structured in terms of basic behavioral science concepts, such as culture, socialization, status, role, social class, and decision making, that can enhance understanding of political behavior. The course seeks to bring these concepts into some logical and scientific relationship to each other; to translate them into terms high school students can understand; and, to provide practice in their proper use by planning investigations through which the concepts are made operational. The five major units of instruction which make up the course are entitled: (1) "Introduction to the Study of Political Behavior," (2) Similarities and Differences in Political Behavior," (3) "Elections and Voting Behavior," (4) "Political Decision Makers," and, (5) "Unofficial Political Specialists." Career education could be infused most easily into the last two units. For example, the lifestyles and personal characteristics of both political decision makers and unofficial political specialists could be examined. Other units in which the relationship of occupation, education, and income level to political behavior are studied would adapt equally well. Four basic learning steps which are carefully structured and explained in the Teacher's Guide constitute the instructional strategy of the program. The first is a *confrontation* step in which the student is presented with provocative material to focus his attention and to stimulate speculation or hypothesizing. The second is a *rule-example* step during which there is systematic inquiry into pertinent data using a variety of skills. During the third, or *application* step, the skills and ideas previously acquired are applied to raw data to provide clues about the extent to which instructional objectives have been attained. The final is the *value judgment-policy decision* stage in which there is value clarification. The students are encouraged to think normatively, while relating their judgments to an empirical context.

The testing program for students is based on mastery learning. Tests are administered to determine which concepts, generalizations, and understanding have not been successfully mastered. The teacher, then, can plan remedial instruction. The developers believe that this approach insures that all students will be successful in achieving program goals. Extensive formative and summative evaluations of APB have been conducted. In one study, knowledge, skills, and attitudes measures were administered to secondary school students in experimental and control groups in nine communities. Students who had been in the experimental APB program scored significantly better on the political knowledge test. APB also compared favorably in effecting attitude changes. The hoped-for success in skill development was not achieved. Thus, the materials were revised to reflect this finding before publication.

AWARENESS: CAREER AND CONSUMER EDUCATION

Descriptive Characteristics

Grade Level

3 K-3
X 4-6
____ 7-9
____ 10-12

Time

____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
X Supplementary
____ Other: ____________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
S Worksheets
____ Films
____ Filmstrips
____ Records or tapes
____ Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
S Other: **Management envelopes, role-playing and simulation cards, board games**

Substantive Characteristics

Major Content Emphasis

X Career Education
____ Social Studies
____ Other: ____________________

Social Studies Disciplines

____ Anthropology
____ Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
X Writing
X Questioning
____ Problem solving
X Discussion
____ Valuing activities
X Role play
X Simulation
X Research
X Interviews
____ Community activities
____ Field trips
____ Work experience
____ Other: ____________________

Title: AWARENESS: CAREER AND CONSUMER EDUCATION

Author: Laurence W. Aronstein

Publisher: Noble and Noble, Publishers, Inc.
1 Dag Hammarskjold Plaza
New York, New York 10017

Date: 1975

Grade Level: 3-6

Materials and Cost: Four kits, each containing four to 50 activity sheet spirit masters, six to ten role-playing cards, three to five simulation cards, laminated game instruction card, game board with markers and dice, 35 pupil management enveloped, and Teacher's Guide, 32 pp., paperbound. $45.00 per kit.

Awareness: Career and Consumer Education is a set of four kits designed to supplement levels three through six of the Noble and Noble Basal Social Studies Program, *Man and His World*. The titles of the kits correspond to the basal text titles: Level 3, *Cities and Suburbs;* Level 4, *People and the Land;* Level 5, *Many Americans--One Nation;* and Level 6, *People and Culture*. Each kit can, however, be used without the basal program. The material was developed to provide a balanced approach to career and consumer education by systematically infusing these elements into traditional social studies programs. Specific objectives for each activity are included in the Teacher's Guides.

The content of the four *Awareness* kits focuses on a variety of career and consumer education concepts which can be related to social studies topics. The eight career elements treated are appreciations and attitudes, beginning job competence, career awareness, decision making, economic awareness, employability skills, and self-awareness. In Unit 2 of *Cities and Suburbs,* "The City in History," students study how man changed from a nomadic lifestyle to living in villages and cities. The career education activity suggests that students interview families they know to find out about their jobs and how many times they have moved. The data is collected, and the class then identifies how careers influenced decisions to move. Unit 6 of *People and the Land,* Level 4, focuses on how people adapt to their environment. In the career activity, students list the kinds of things they would have to buy more of in a cold climate, those things they would no longer need, jobs people would need to do, and jobs which would be useless. These lists are examined by students to determine the effect climate has on lifestyle. An activity in Level 5, *Many Americans--One Nation,* suggests that pupils studying the Declararion of Independence, research who the signers of that document were, determine what they did for a living, and compare these occupations with similar contemporary jobs. No time guidelines are suggested for the activities, but most would require from one to several class periods to complete. To use the materials, teachers select from among the many student activity sheets those that most closely relate to the unit they are teaching. Some of the activities such as drawing pictures or diagrams, reading and then composing an advertisement, or doing a crossword puzzle are undertaken by students working individually. Other activities are interviewing, role playing, conducting research, interacting with other students in simulations, or playing board games. It should be noted that although the activity sheets portray persons of both sexes and various ethnic backgrounds in a variety of roles, many are stereotypic. Each student also receives a Pupil Management Envelope. On the front, he or she records each activity as it is completed; there is also a space for the teacher to record any comments. A management chart for keeping a record of individual student progress for each activity, role play, or simulation is presented at the back of the Teacher's Guide. In addition, the Teacher's Guide provides the objectives, the career or consumer education elements, and suggestions on how to proceed for each activity. In some cases, discussion questions, field trips, and use of guest speakers are suggested.

No strategies for evaluating student progress are provided in the Teacher's Guide. The management chart includes three codes: (1) exceeded, (2) met, and (3) did not meet minimum requirements, so it is assumed that the teacher should develop standards as to what constitutes adequate performance. The publishers indicate that no field testing has been done on *Awareness: Career and Consumer Education* materials.

BASIC CONCEPTS IN SOCIAL STUDIES

Descriptive Characteristics

Grade Level

X K-3
____ 4-6
____ 7-9
____ 10-12

Time

____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
X Supplementary
____ Other: ____________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
____ Worksheets
____ Films
S Filmstrips
S Records or tapes
____ Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
____ Other: ____________

Substantive Characteristics

Major Content Emphasis

X Career Education
X Social Studies
____ Other: ____________

Social Studies Disciplines

____ Anthropology
____ Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
X Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
____ Decision making
X Economic awareness
____ Education awareness
____ Self-awareness
X Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

____ Reading
____ Writing
X Questioning
____ Problem solving
X Discussion
____ Valuing activities
____ Role play
____ Simulation
____ Research
____ Interviews
____ Community activities
____ Field trips
____ Work experience
____ Other: ____________

Title:	BASIC CONCEPTS IN SOCIAL STUDIES
Consultant:	Dr. Gerald Lesser
Publisher:	Learning Corporation of America 1350 Avenue of the Americas New York, New York 10019
Date:	1971
Grade Level:	K-3
Materials and Cost:	Kit containing four filmstrips with cassettes, each with Teacher's Guide, $51.00.

Basic Concepts in Social Studies is an audiovisual program designed for students in grades K through three. The four filmstrips are each based on children's books and are designed to give very young students an understanding of abstract concepts. The concepts are introduced in stories which are peopled by amusing cartoon characters engaged in activities to which the students can relate. The visuals are colorful and the music is charming. Three broad objectives are common to all of the filmstrips: "1) to suggest how basic economic and social institutions grow out of individual needs and desires, 2) to encourage children to use both reasoning and fantasy, and 3) to stimulate verbal ability."

The four titles that make up the program are: *Why People Have Special Jobs: The Man Who Made Spinning Taps; Why We Have Taxes: The Town: That Had No Policeman; Why We Use Money: The Fisherman Who Needed a Knife;* and *Why We Have Laws: Shiver, Gobble, and Snore*. The first three relate directly to career education. *Why People Have Special Jobs: The Man Who Made Spinning Taps* introduces the concept of specialization of labor. Characters in the story have needs which must be satisfied as well as wants which make life more attractive. They also have special abilities. Life can be made easier if those with special skills do what they do well and provide for those less adept. These people, in turn, use their skills for providing other things. The second filmstrip, *Why We Have Taxes*, demonstrates the idea that producers of goods may have to contribute money in order to obtain certain community services such as police and fire protection. Those people, who provide these services need special_skills and abilities and contribute to the welfare of all. *Why We Use Money* was designed to indicate that while money is not intrinsically useful, it is more convenient than barter. In the story, a fisherman is forced to trade his fish for a pot, the pot for bread, the bread for a hat, and the hat for a knife which was the item he desired. The storyline shows children that people usually cannot satisfy all their own needs and must rely on others who engage in a variety of careers. Each Teacher's Guide provides a summary of the story, the basic concepts introduced, recall and interpretation questions, and extension activities. The activities, although limited in number, are quite good. For example, one suggestion is a trading game in which students trade small objects of different value to demonstrate the idea of supply and demand. Other suggestions include guessing games and field trips.

Students could be evaluated using the recall and interpretation questions provided for each filmstrip. The interpretation questions are intended to be used as "mind stretchers" so they could be used in both an evaluative and teaching mode. No formal field tests were conducted using this material. However, the various program components in 16mm format have been extensively reviewed by professionals. The materials have been recommended in *Instructor* (November 1974), *The Booklist* (January 1, April 15, and June 1, 1971), *Scholastic Teacher* (September 1972), *Landers Film Reviews* (February and March, 1971), and *Film News* (December 1971).

CAREER DEVELOPMENT: EDUCATION FOR LIVING

Descriptive Characteristics

Grade Level

_____ K-3
_____ 4-6
__X__ 7-9
__X__ 10-12

Time

_____ Curriculum (2 or more years)
_____ Course (one year)
_____ Semester (half year)
_____ Minicourse (6-9 weeks)
_____ Unit (1-3 weeks)
__X__ Supplementary
_____ Other: ____________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

_____ Readings
__S__ Worksheets
_____ Films
__S__ Filmstrips
__S__ Records or tapes
__S__ Charts or posters
__S__ Transparencies
__T__ Teacher's Guide
_____ Tests
__S__ Other: **Picture cards**

Substantive Characteristics

Major Content Emphasis

__X__ Career Education
_____ Social Studies
_____ Other: ____________________

Social Studies Disciplines

_____ Anthropology
_____ Economics
_____ Geography
__X__ History
_____ Political science
__X__ Psychology
__X__ Social psychology
__X__ Sociology
_____ Interdisciplinary
_____ Multidisciplinary

Career Education Elements

__X__ Attitudes, appreciations, and values
__X__ Career awareness
__X__ Decision making
__X__ Economic awareness
__X__ Education awareness
__X__ Self-awareness
__X__ Skill development

Career Clusters

_____ Major emphasis
_____ Minor emphasis
__X__ Not mentioned

Pedagogical Characteristics

Student Activities

_____ Reading
__X__ Writing
__X__ Questioning
__X__ Problem solving
_____ Discussion
__X__ Valuing activities
_____ Role play
_____ Simulation
__X__ Research
_____ Interviews
_____ Community activities
_____ Field trips
_____ Work experience
_____ Other: ____________________

Title: CAREER DEVELOPMENT: EDUCATION FOR LIVING

Developer: J.C. Penny Company, Inc.

Publisher: J.C. Penny Company, Inc.
Educational and Consumer Relations Department
1301 Avenue of the Americas
New York, New York 10019

Date: 1974

Grade Level: 7-12

Materials and Cost: Eight picture cards, 8½" x 11"; three transparencies, five worksheets, activity cards and posters for eight activities; one filmstrip and cassette; and Teacher's Guide, 34 pp., spiralbound, $16.50.

Career Development: Education for Living is a secondary multimedia program designed to contribute to the development of the total individual. The developers feel that one's work or occupation contributes to the total individual, as do leisure, education, hobbies, skills, attitudes, and values. They also believe that educators should help students to integrate these various factors into a satisfying lifestyle. Decision making and change are strong elements in the materials. It is emphasized that choices involving personal lifestyle, values, and leisure preferences are as much a part of career development as are occupational choices. The "Best" decisions are defined as those that are flexible, open to change, and capable of adjustment based on new opportunities, experiences, and knowledge. Broad objectives are provided for the entire program as well as specific objectives for each component. Goals most often emphasized include heightening student awareness of work in terms of its characteristics, its historical and contemporary meaning, and its significance to each individual; and stimulating the exploration of the ways work values, individual attitudes, aptitudes, interests, and self-concept influence career decision making.

Career Development consists of three parts: (1) the filmstrip and picture cards which introduce students to work values, concepts of work and leisure, and looking at oneself as a worker; (2) a case study which gives students the opportunity to practice career decision making; and (3) active-awareness exercises which are self-discovery activities designed to help students relate their own goals to career plans. The introductory filmstrip focuses on historical and contemporary work values, the difference between work and leisure, and the importance of self-awareness in selecting a career. Picture cards with objectives and discussion questions printed on the back illustrate eight different workers. Such concepts as work, leisure, communication, values, influences, and learning are presented and discussed through these cards. The case study, consisting of five worksheets and three overhead transparencies, provides students with information about the values, interests, and aptitudes of Paul, a 19 year old. They then gather and categorize the data and use the information to make a career decision for Paul. It is hoped that, using this process, students will consider the same kinds of information about themselves in making future career decisions. The third part of the program includes eight exercises focusing on clarifying values related to career choice. In an activity entitled "Heroes and Heroines," students think of someone they admire and proceed to answer ten questions about why they selected this person. Among the questions are: "List the characteristics you greatly admire in this person," "Which of these characteristics do you possess to some degree?," and "How do you think this person's idea of success might influence his career decisions or job satisfaction?" The Teacher's guide recommends that the classroom atmosphere be as open and trusting as possible for the valuing activities to be successful. All of the components might fit into different parts of the curriculum. For example, since it emphasizes how views of work have changed over time, the filmstrip could be used in a history class. The picture cards, case study, and valuing activities could be used in sociology or psychology classes in which students are learning about the role of careers in society or in the lives of individuals. The case study and the valuing activities might also be used in a decision-making course. The entire program could be taught in two to three weeks. It might be used, however, to greater benefit as a supplement to existing semester or year long courses.

There have been no formal field tests conducted on these mateirals. Informal feedback has been positive.

CAREER DEVELOPMENT FOR CHILDREN PROJECT

Descriptive Characteristics

Grade Level
1 K-3
5 4-6
____ 7-9
____ 10-12

Time
____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
X Supplementary
____ Other: ____________________

Materials
Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
S Worksheets
____ Films
S Filmstrips
S Records or tapes
S Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
S Other: Card games, Flip books, story boards, board game

Substantive Characteristics

Major Content Emphasis
X Career Education
____ Social Studies
____ Other: ____________________

Social Studies Disciplines
____ Anthropology
____ Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements
X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
____ Education awareness
X Self-awareness
X Skill development

Career Clusters
____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities
X Reading
X Writing
X Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
X Simulation
____ Research
____ Interviews
____ Community activities
____ Field trips
____ Work experience
____ Other: ____________________

Title: CAREER DEVELOPMENT FOR CHILDREN PROJECT

Director: Dr. Larry J. Bailey
Southern Illinois University

Publisher: McKnight Publishing Company
Box 2854
Bloomington, Illinois 61701

Date: 1975

Grade Level: 1-5

Materials and Cost: Teacher's Package: Level 1, contains one flipbook of story exercises, ten story boards, three filmstrips and cassettes, and Teacher's Guide, 48 pp., paperbound, $97.00. Teacher's Package: Level 2, contains 18 discussion posters, ditto masters, card game, four filmstrips and cassettes, and Teacher's Guide, 71 pp., paperbound, $97.00. Two student activity books, $15.00 for each set of 30. Teacher's Package: Level 3, contains ditto masters of discussion letters; two filmstrips and cassettes; board game, and Teacher's Guide, 80 pp., paperbound, $89.00. Four student activity books, *Grouping; Goods, Services, Consumers, and Producers; A Role for Everyone;* and *Interests Grouping*, $15.00 for each set of 30.

The *Career Development Curriculum Project* has prepared three levels of material for children in the primary grades. The program is structured according to a carefully conceived model which takes into account both developmental stages and career developmental behaviors. In each of the three levels, activities have been designed which will help students: (1) gain an awareness of self, (2) gain an awareness of different types of occupational roles, (3) gain an awareness of individual responsibility for own action, (4) develop the rudiments of classification and decision-making skills, (5) learn cooperative social behavior, and (6) develop a respect for others and the work they do. Furthermore, the curriculum is intended as an approach to process education. Thus, the following qualities which are integral parts of the program are also enumerated. The curriculum: (1) helps students gain the capacity for dealing with change and accepting uncertainty; (2) helps students develop a basic fluency and flexibility of perception, feeling, thinking, expressing, and acting; (3) respects the "questing, imaginative, and playful nature of the child"; (4) provides opportunities for students "to be successful in solving problems, in clarifying their own values and meanings, and in recognizing ambiguities and ambivalence in their own beliefs and the beliefs of others"; (5) informs students about the "diversity of beliefs, roles, and responsibilities in career activities of people"; (6) develops the capacity for tolerance, compassion, and empathy; and (7) helps students find ways in which they can contribute meaningfully to the welfare of the group.

Each of the three levels consists of five units. Level 1, *Discovering Self in Work and Play,* focuses on the many ways that people can be described as well as the meaning of work and play. *Exploring Interests in Work and Play,* Level 2, emphasizes how personal interests relate to occupations as well as how people change over time. The third level, *Using Knowledge in the World of Work,* deals with such concepts as grouping, economic and interest area groups, and interdependence. Many of the activities could be used in social studies. For example, in Level 1 students discover how people are alike and how they differ. They also learn that the activities in which people are involved help make them unique. These learnings might be used in a study of neighborhoods, communities, or other cultures. Skills in grouping which are taught in Level 3 could be applied in social studies by having students group similar or dissimilar objects--trees, dogs, roads, cats, flowers, and so on. Although a wide variety of teaching techniques--role play, questioning, discussion, games and simulations--are used in the program, a typical unit follows the same general format. First, readiness is developed. Second, a concept or skill is introduced and third, the behavior is applied in follow-up or discussion activities. Performance objectives, procedures, and classroom activities are clearly specified for each lesson within the units.

There are no paper and pencil tests provided for evaluating student performance following individual lessons or units because the developers believe that evaluation should be a continuous process. They suggest that the activities have been designed to achieve stated competencies. Therefore, satisfactory performance of the activities serves as a "performance test situation." In addition, the curriculum is a spiral one with each unit expanding and reinforcing skills which were developed in earlier units. Success in later units is always dependent on satisfactory performance in earlier ones. The materials were field tested in one school district in 1975 to evaluate the satisfaction of both teachers and students with respect to the curriculum. Among other things, for all three levels: (1) the overall adequacy of teaching procedures for each lesson was rated by teachers as above average to outstanding, (2) the level of student interest and motivation was judged to be above average to outstanding, and (3) the number of students who mastered each lesson objective was judged to be in the top quartile for the majority of lessons.

CAREER EDUCATION PROGRAM

Descriptive Characteristics

Grade Level
X K-3
X 4-6
X 7-9
X 10-12

Time
X Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
____ Supplementary
____ Other: ____________________

Materials
Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
X Worksheets
____ Films
____ Filmstrips
____ Records or tapes
____ Charts or posters
S Transparencies
T Teacher's Guide
____ Tests
____ Other: ____________________

Substantive Characteristics

Major Content Emphasis
X Career Education
____ Social Studies
____ Other: ____________________

Social Studies Disciplines
____ Anthropology
____ Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements
X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters
X Major emphasis
____ Minor emphasis
____ Not mentioned

Pedagogical Characteristics

Student Activities
X Reading
X Writing
X Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
____ Simulation
X Research
X Interviews
____ Community activities
X Field trips
____ Work experience
____ Other: ____________________

Title: CAREER EDUCATION PROGRAM

Authors: Charles W. Ryan, Volume I
Glenn A. Saltzman, Volume II
H. Eugene Wysong, Volume III

Publisher: Houghton Mifflin Company
One Beacon Street
Boston, Massachusetts 02107

Date: 1973

Grade Level: K-12

Materials and Cost: Volume I (K-6), Volume II (7-9), Volume III (10-12): looseleaf ring binders, each containing Teacher's Guide, transparencies, and duplicating masters. $21.00 per Volume.

The *Career Education Program* has been designed to provide opportunities for career education throughout the K-12 sequence. The elementary portion focuses on awareness. General objectives for students at this level are: (1) to begin to know themselves in their immediate environment and begin to relate to the broader environment beyond family and school; (2) to develop identifications with workers, fathers, mothers, and other significant persons; (3) to learn and relate manual and mental skills in the performance of a number of work tasks; (4) to acquire satisfaction in the task of learning itself; and (5) to learn to get along and work with peers. The junior high school level program is focused on factors relating to career choice such as educational planning, decision making, personal information, and individual differences. In the 10-12 segments, students identify alternative occupational fields and prepare for and consider ways of entering that field.

The organization of the *Career Education Program* provides for flexible use. The elementary portion contains activities for each grade level which can be infused into on-going programs. For example, a fifth-grade activity entitled "Our Changing World" in which students examine the complexity and variety of career opportunities in the world might be used to enhance a culture or world studies lesson. Suggestions for infusion are included throughout the K-6 material. The Teacher's Guide for the 10-12 materials also suggests that the career education activities be used in on-going programs. The intent of the junior high school program is somewhat different. The program was written as a basic course of one or two classes a week for a period of one semester. There is no reason, however, why many of the activities could not be used in other courses. One lesson entitled "The Making of a Decision," for example, acquaints students with the various steps in the decision-making process and uses a fishbowl technique to provide practice in this skill. Activities are also provided to introduce career education concepts to parents and faculty groups. All of the activities stress student involvement. Procedures are clearly specified in the Teacher's Guides as are objectives, follow-up activities, and resource suggestions.

No student evaluations are provided. Many of the activities involve students working individually, in small groups, or in a large group. Participation in the activity might be considered one measure of student success. It is suggested in the elementary and junior high school programs that students keep career education notebooks in which they keep completed worksheets, notes, teacher handouts and so on. All of the activities were informally tested in classrooms prior to publication; however, statistical data are not available.

CAREER INSIGHTS AND SELF AWARENESS GAMES

Descriptive Characteristics

Grade Level
K-3
X 4-6
X 7-9
10-12

Time
Curriculum (2 or more years)
X Course (one year)
X Semester (half year)
Minicourse (6-9 weeks)
Unit (1-3 weeks)
Supplementary
Other:

Materials
Student materials=S
Teacher materials=T
Evaluation materials=E

Readings
S Worksheets
Films
Filmstrips
Records or tapes
Charts or posters
Transparencies
T Teacher's Guide
Tests
S Other: Game guides, flannel cloth, punch outs for flannel cloth

Substantive Characteristics

Major Content Emphasis
X Career Education
Social Studies
X Other: Values education

Social Studies Disciplines
Anthropology
X Economics
Geography
History
Political science
X Psychology
X Social psychology
X Sociology
Interdisciplinary
Multidisciplinary

Career Education Elements
X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
Education awareness
X Self-awareness
X Skill development

Career Clusters
Major emphasis
Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities
Reading
Writing
Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
Simulation

Research
Interviews
Community activities
Field trips
Work experience
X Other: Games

Title: CAREER INSIGHTS AND SELF AWARENESS GAMES

Authors: Harold L. Munson and Gilbert C. Gockley

Publisher: Houghton Mifflin Company
One Beacon Street
Boston, Massachusetts 02107

Date: 1973

Grade Level: 4-6 (7-9)

Materials and Cost: Teacher's Guide, 14 pp., paperbound; six game guides, 8-10 pp., paperbound; eight spirit masters; flannel cloth, 33½" square; and 27 cards with punchout words and shapes for the flannel cloth, 9" x 15", $48.00.

The developers of *Career Insights and Self Awareness Games* (CISAG) view career development, or "vocational learning-maturation," as a lifetime, evolutionary process of continual exploration and self-assessment. They see career goals as being subject to both individual maturation and the changing needs of society. CISAG was designed primarily to help children in the intermediate grades begin to recognize their values, goals, needs, motivations, personal characteristics, and other concepts of *self*, and to see the relationship between these and career evolvement. Believing in the education of the whole child, the authors feel more emphasis needs to be placed on self-awareness and internal reactions to careers than has been done in the past. The games are non-competitive and must be conducted in an atmosphere of complete trust and acceptance. This allows for personal interaction and the exchange of thoughts, values, and feelings. As students become more aware of the range of human difference, their own characteristics and their concept of self should become more focused. The program design involves learning to make compromises based on a realistic understanding of self and the *real* world. For instance, why prepare for a career that will no longer be needed in a few years? Other objectives include helping students to explore various life goals by examining their own feelings and actions in different life situations, develop an understanding of how interests relate to specific activities, and develop insights into their own talents and competencies, seeking new ways to test and explore them.

The six games focus on self-awareness as related to interests, life goals, abilities, life situations, and the major work orientations of people, data, and things. These are not games in the traditional sense of the word. For example, in the third set, "Life Situations," the game cloth is set up with a continuum ranging from "Like and Seek" to "Dislike and Avoid." Each student is given an indicator button. Then phrases such as "Direct People," "Take Risks," "Work Independently," or "Collect Data" are placed above the continuum. Volunteers are asked to place their indicator buttons on the continuum and, if they wish, explain how the placement of the buttons reflects their feelings or thoughts in the particular situation. The other games are similar and encourage considerable verbal sharing. They also involve various thinking skills, such as decision making, analyzing, problem solving, valuing, and classifying. Each game play can be completed in approximately 30 minutes. Ten to 15 plays are required for each game for about 75 half-hour sessions in all. The games may be played independently of each other, but were designed to be played in sequence.

CISAG is a course in its own right and it is affective in nature which makes it difficult to integrate it into the existing curriculum. It could, however, be used in social studies or language arts classes which emphasize human relations, interpersonal communications, and social development. It should also be pointed out that, although specific careers are not discussed, children learn much about the various functions of careers in society.

Formal student evaluation is not recommended. It is suggested that as the students become more aware of themselves and others, the teacher becomes more aware of the students as well. The materials were developed, informally tested, and revised over a four-year period. For the most part, field tests involved students in grades four through six. Junior high schools, however, have reported the same kind of player enthusiasm and involvement that was experienced in elementary classes. The games have also been used successfully in inner city locations and with disadvantaged minority groups. All field test results are summarized in the author's introduction to the Teacher's Guide. More complete data are not available.

CAREER SURVIVAL SKILLS: FOCUS ON AFFECTIVE CAREER EDUCATION

Descriptive Characteristics

Grade Level

____ K-3
5-6 4-6
X 7-9
X 10-12

Time

X Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
____ Supplementary
____ Other: ____

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
S Worksheets
____ Films
____ Filmstrips
T Records or tapes
____ Charts or posters
S Transparencies
T Teacher's Guide
____ Tests
T Other: **Three professional books, career education index, wall chart, handbook.**

Substantive Characteristics

Major Content Emphasis

X Career Education
____ Social Studies
____ Other: ____

Social Studies Disciplines

____ Anthropology
____ Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters

____ Major emphasis
X Minor emphasis
____ Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
X Writing
X Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
____ Simulation
X Research
____ Interviews
X Community activities
____ Field trips
____ Work experience
____ Other: ____

Title: CAREER SURVIVAL SKILLS: FOCUS ON AFFECTIVE CAREER EDUCATION

Authors: John W. Loughary
Univeristy of Oregon

Theresa Ripley
University of Oregon

Allen B. Moore
The Ohio State University

Publisher: Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Date: 1974

Grade Level: (I) 5-8, (II) 9-12

Materials and Cost: Kit containing 55 student data sheets; Teacher's Manual, 138 pp., paperbound; three paperbound professional books; *Handbook*, 20 pp., paperbound; career education index, 57 pp., paperbound; wall chart; and cassette tape, $59.95. Replacement student data sheets, $16.00. Replacement Teacher's Manual, $4.20.

Career Survival Skills is a self-contained resource kit in career education which includes a wide variety of teacher resources as well as 39 exercises for students. Comprising part of this *mini-inservice* are three professional books: *Career Development in the Elementary School*, *Developing Careers in the Elementary Schools*, and *Career Education: Perspective and Promise*. The developers believe that many classroom teachers may not have the background nor expertise to teach career education adequately. They have thus put together materials which consitute a *mini-inservice*. The intent of the program is not to deal with particular jobs. Rather, student materials are provided which are geared to helping students better understand the world of work so that they will be able to make more rational career decisions. The six student goals are: (1) increasing awareness of self, including abilities, interests, and values; (2) increasing awareness of social and psychological characteristics of work environments; (3) increasing awareness of the world of work, including occupational structure and job content; (4) increasing awareness of non-work activities and of the influence of work on lifestyle; (5) increasing resource-seeking and decision-making skills; and (6) increasing skills to implement career plans. Behavioral objectives are provided in the Teacher's Guide for each of the 39 student exercises.

The primary content emphasis of *Career Survival Skills* is the world of work. Parts might, therefore, be difficult to infuse into social studies. All of the teacher resources, for example, have been selected to provide a general overview of career education. Many of the 39 student activities, on the other hand, could be used. The student material is divided into six units: "Values and Careers," "External Factors and Careers," "Career Opportunities," "Career Payoffs and Lifestyle," "Decision Making and Planning," and "Career Survival Skills." Within each unit, there are Level I (grades five through eight), Level II (grades nine through 12), and multilevel activities. Several of these provide opportunities to develop information-seeking, interviewing, communication and perceptual, goal-setting, and decision-making skills. Other activities would fit easily into economics (purchasing power), psychology (psychological satisfaction), and sociology (mobility, societal and cultural influences) courses. The teacher's role is perceived to be a "director of learning" rather than a "deliverer of information." Teaching techniques to facilitate this role definition are clearly specified. The developers are particularly concerned that adequate debriefings follow each activity and have provided questions and information to help teachers structure these. Among the strategies which are used are discussion, questioning, value clarification, interviewing, research, graph interpretation, community activities, and role play. In many instances, students generate the data which is examined in small or large groups. Individual lessons can take from one to two class periods. Exercises can stand alone and be taught in any order. It would be possible to use the materials to supplement existing social studies programs or as a one-semester program in career education.

Student evaluation is facilitated by the behavioral objectives provided for each exercise. In addition, the *Handbook* gives clear directions on developing and using objectives for evaluation. It is also suggested that the teacher formally have the students evaluate each activity. Field test data about the program is not available. It has been reviewed in *Curriculum Advisory Service Quarterly*, Vol. 15, No. 1, 1976, pp. 11-12.

CAREER VALUES: WHAT REALLY MATTERS TO YOU?

Descriptive Characteristics

Grade Level
____ K-3
____ 4-6
__9__ 7-9
__X__ 10-12

Time
____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
__X__ Unit (1-3 weeks)
__X__ Supplementary
____ Other: ________________
____
____

Materials
Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
____ Worksheets
____ Films
__S__ Filmstrips
__S__ Records or tapes
____ Charts or posters
____ Transparencies
__T__ Teacher's Guide
____ Tests
____ Other: ____________
____
____

Substantive Characteristics

Major Content Emphasis
__X__ Career Education
____ Social Studies
____ Other: ________________

Social Studies Disciplines
____ Anthropology
____ Economics
____ Geography
____ History
__X__ Political science
__X__ Psychology
__X__ Social psychology
__X__ Sociology
__X__ Interdisciplinary
____ Multidisciplinary

Career Education Elements
__X__ Attitudes, appreciations, and values
__X__ Career awareness
__X__ Decision making
__X__ Economic awareness
__X__ Education awareness
__X__ Self-awareness
__X__ Skill development

Career Clusters
____ Major emphasis
____ Minor emphasis
__X__ Not mentioned

Pedagogical Characteristics

Student Activities
____ Reading
____ Writing
____ Questioning
__X__ Problem solving
__X__ Discussion
__X__ Valuing activities
____ Role play
__X__ Simulation
____ Research
__X__ Interviews
____ Community activities
____ Field trips
____ Work experience
____ Other: ____________
____
____

Title: CAREER VALUES: WHAT REALLY MATTERS TO YOU?

Consultant: Richard Greenfield

Publisher: Guidance Associates
757 Third Avenue
New York, New York 10017

Date: 1974

Grade Level: 9-12

Materials and Cost: Five color filmstrips with cassettes, Teacher's Guide, 83 pp., paperbound, $99.50.

In the rationale for *Career Values*, it is stated that the traditional method of acquainting high school students with careers, or career counseling, is a "two-dimensional" approach in which students' interests and abilities are matched to job groups. This program is designed to add a third dimension, the valuing, to the career exploration and selection process. Students are encouraged to begin to relate values, or feelings and attitudes about what is important, to careers. General objectives include helping students "acquire the skills they need to achieve self-knowledge"; become skilled at identifying and expressing personal values, ranking values and creating personal priorities, and apply values to career choice. *Career Values* hopes to teach young people that, realistically, they cannot have everything that is important to them. It is hoped that students will learn to "trade off" lower priority values for high priority values, accepting some bad in exchange for good. More specific objectives are suggested for many of the activities in the Teacher's Guide which accompany the filmstrips. One activity, for example, was designed to give students "experience in evaluating the importance of environment in reaching a job decision."

The introductory filmstrip demonstrates the role values can play in career decisions. The two case studies show students making decisions which surprise their friends. Both students have to choose one important value over another. Parts two through five explore the specific value indicated in the titles. *Environment* emphasizes that working conditions, right for one person, may not be right for another. *Chance-Taking* poses the conflict of job security versus monetary risk through a case study of two gardeners working for a park system. One gardener decides to take the risk of going into the greenhouse business on his own and tries to convince the other that it is worth the risk. The fourth part, *Commitment*, presents a serious discussion between two lawyers who had gone to school together. One is a Wall Street lawyer; the other in a city neighborhood legal aid program. The legal aid lawyer is trying to decide at this point in his life if his commitment to the people of the neighborhood is greater than his desire to make more money and improve his lifestyle. The final filmstrip, *Time*, compares the lifestyles of an artist at a commercial art studio and a freelance artist. The focus is on the way they spend their time and to what extent they consider themselves *free*. The filmstrips and activities in this program could easily be integrated into decision-making or value clarification courses for grades nine through 12. It would be difficult to infuse the entire program into any particular social studies class. However, individual parts lend to different areas. For instance, *Chance Taking* could be shown in a history class when students are studying about great risks that have been taken such as the Cuban missile crisis. *Commitment* could be infused into legal education, urban studies, or social problems courses. And *Time* might be used in a course where different lifestyles are being compared. The analyst cautions teachers to be aware of a degree of sexual stereotyping. There are two female secretaries, two male gardeners, and two male lawyers. The filmstrips are still very good, and this problem can be overcome by directly or indirectly making the students aware of the stereotypes and letting them know that these fields are open to both men and women. Each part includes pre and postviewing activities explained in detail in the Teacher's Guide. Previewing activities include a values ranking game, discussions, a chance-taking activity, and an open-ended dilemma. Brainstorming, continuum scales, discussion, interviewing, a job values auction, and other valuing activities are included as postviewing activities. The filmstrips themselves range from nine to 13 minutes, but with the other activities, each could take from one to three class sessions, depending on how many activities are selected.

No specific evaluation activities are included. However, previewing activities were designed to help teachers determine where students "are now." And postviewing activities are concrete enough to allow a degree of evaluation, even though there are no *correct* answers. No formal field testing of the program has been conducted. *Career Values* has, however, received top awards and favorable reviews. The American Personnel and Guidance Association Festival named it the best filmstrip in 1975. The National Vocational Guidance Association called it the "outstanding filmstrip of the year," also in 1975. Favorable reviews were received by *The Booklist*, *Vocational Guidance Quarterly*, and *The Journal of Business Education*.

CAREERS AND LIFESTYLES

Descriptive Characteristics

Grade Level

____ K-3
____ 4-6
X 7-9
X 10-12

Time

____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
X Unit (1-3 weeks)
X Supplementary
X Other: **Single lesson**

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
____ Worksheets
____ Films
S Filmstrips
S Records or tapes
____ Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
____ Other: ____

Substantive Characteristics

Major Content Emphasis

X Career Education
____ Social Studies
____ Other: ____

Social Studies Disciplines

____ Anthropology
X Economics
____ Geography
____ History
____ Political science
X Psychology
____ Social psychology
X Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters

____ Major emphasis
X Minor emphasis
____ Not mentioned

Pedagogical Characteristics

Student Activities

____ Reading
X Writing
X Questioning
____ Problem solving
X Discussion
X Valuing activities
X Role play
____ Simulation
X Research
____ Interviews
X Community activities
X Field trips
X Work experience
X Other: **Guest speakers, videotaping**

Title: CAREERS AND LIFESTYLES

Authors: Linda Tooni and Tom Crider

Publisher: Guidance Associates
757 Third Avenue
New York, New York 10017

Date: 1974

Grade Level: 7-12

Materials and Cost: Two kits, each containing four color filmstrips with cassettes; Teacher's Guide, 112 pp., paperbound $147.50.

Careers and Lifestyles, a sound filmstrip program for students in grades seven through 12, is designed to encourage young people to examine and seek careers complimentary to their own personalities, values, interests, and attitudes. The authors perceive career choice as a dynamic process focusing upon "change and movement rather than upon permanence and stability." Thus, major goals of the program are to indicate to students the wide range of options available to any one person as well as the importance of change in making career decisions.

Each of the eight filmstrips--*Part-time Farmer, Production Worker, Entrepreneur, Surgeon, Neighborhood Center Director, Independent Carpenter, Fire Fighter,* and *Corporate Executive*--is a case study of the career and lifestyle of a particular person. Males and females from various racial backgrounds are represented. Educational background, personal experiences, and values vary greatly from one case study to the next. In every case, the filmstrips demonstrate how intimately values and preferred lifestyles are related to careers. The people represented--the farmer, the production worker, the entrepreneur in the restaurant business, the surgeon, the neighborhood center director, the independent carpenter, the fire fighter, and the corporate executive in the music recording business--are depicted at a particular stage of career development and all are happy in their particular jobs. For this reason, they spend a great deal of time talking about the reasons for their career choices and how great their jobs and their lives are, often subtly putting down other careers in the process. In each case, however, disadvantages, including pressures, risks, value conflicts, time and money problems, and other job-related problems are also discussed. Discussion questions which bring out the major ideas in each filmstrip are suggested in the Teacher's Guide. After viewing and discussing the filmstrips students may participate in such activities as making value profiles for each of the eight people in the program, as well as for themselves, or role playing the same people at crucial decision points in their lives. In addition, there are nine skill development activities--three each for grades seven through eight, nine through ten, and 11 through 12--suggested which teachers are encouraged to use as appropriate for their own students. These activities, which are designed to develop skills in communication, information retrieval, analysis and interpretation of data, decision making, and self-awareness could fit into a variety of subject areas. In one called "Models," for instance, an American history teacher could ask students to research and discuss various historical personalities, indicating the special traits they admire in each. Students then select, analyze, and discuss the traits they would most like to possess, deciding which of the traits relate to particular careers the teacher lists on the chalkboard. The same activity focusing on political figures or characters in novels could be used in American government or literature classes. Although each filmstrip can be viewed independently, it is recommended that all eight be viewed in sequence. This presents a problem if one plans to infuse the program into existing subject areas. It could be done, however. For example, if used in an American history class studying the period immediately following the Civil War, students could discuss, research or imagine what these eight particular careers were like at that time, if indeed, they existed. If they did not exist, students could speculate about what careers the persons in the filmstrips would have chosen at that time, considering the particular personality traits of each. Another difficulty with infusing the entire program into one class is the time required. At least one class session should be devoted to the viewing and discussion of each of the filmstrips. More time would also be needed if any of the additional activities were selected.

The materials have not undergone formal field testing, but have received mixed reviews from *The Booklist, Vocational Guidance Quarterly, Curriculum Product Review,* and *Occupational Education News.*

CAREERS IN FOCUS

Descriptive Characteristics

Grade Level

___ K-3
6 4-6
X 7-9
10 10-12

Time

X Curriculum (2 or more years)
X Course (one year)
X Semester (half year)
X Minicourse (6-9 weeks)
X Unit (1-3 weeks)
X Supplementary
___ Other: ___

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
S Worksheets
___ Films
ST Filmstrips
ST Records or tapes
___ Charts or posters
___ Transparencies
T Teacher's Guide
E Tests
T Other: Program guide

Substantive Characteristics

Major Content Emphasis

X Career Education
___ Social Studies
___ Other: ___

Social Studies Disciplines

___ Anthropology
___ Economics
___ Geography
___ History
___ Political science
___ Psychology
___ Social psychology
___ Sociology
___ Interdisciplinary
___ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters

X Major emphasis
___ Minor emphasis
___ Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
X Writing
X Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
___ Simulation

X Research
X Interviews
X Community activities
___ Field trips
___ Work experience
X Other: Job task experiences

Title: CAREERS IN FOCUS

Consultant: Charles S. Winn
Utah State Board for Vocational Education

Publisher: Gregg/McGraw-Hill
1221 Avenue of the Americas
New York, New York 10020

Date: 1976

Grade Level: 6-10

Materials and Cost: Fourteen kits, each focusing on one career cluster and containing ten student manuals, ten worksheet booklets, sound filmstrip, three interview cassettes, and Teacher's Guide and key, $95.00 per kit. Components for *Careers in Focus,* except for filmstrip and interview cassettes can be purchased separately: student manuals, $2.97 each; worksheet booklets, $1.98 to $7.50; Teacher's Guides and keys, $1.80 each; program guide, $5.32; 14 filmstrips, $420.00; 42 interview cassettes, $420.00.

Careers in Focus is a well-evaluated career education program which is designed for students in grades six through ten and for teachers with little or no background in this area. The emphasis of the program is on career exploration. The developers believe that in order to be able to make systematic career decisions, students must learn to think realistically of themselves as potential workers. The four goals of the program are: (1) "to increase the student's understanding of the world of work and how he or she relates to it; (2) to cause movement along the path to career maturity; (3) to cause discernable, measurable change in student interest and preferences toward different occupational areas; and (4) to put the student more in touch with his or her own aptitudes, values, and needs, as a first step toward effective decision making and career choice."

The content of *Careers in Focus* is structured abour 14 learning modules. Each module is introduced with a sound filmstrip and includes a student manual, student worksheets, three interview cassettes, and a Teacher's Guide and key. The introductory module, entitled *Discovering You,* is intended to lead students on a "journey of self-discovery" by assisting them to discover their individual abilities, interests, values, strengths, and weaknesses. Among the units in this module that would fit especially well into social studies courses are: "The Road to Self-Understanding," "Overcoming Problems," "You and Society," "Conflicts of Values," "From Where Do You Learn Your Values," and "How to Look into the Future." The other 13 modules are organized around career clusters. For example, one module is entitled *Exploring Occupations in Public and Social Services.* Other titles are *Exploring Occupations in Science, Fine Arts and Humanities; Exploring Occupations in Communication and Graphic Arts; Exploring Transportation Occupations;* and so on. The program guide for *Careers in Focus* includes infusion tables which indicate the subject area for which each unit is best suited and alternate subject areas in which it might also be taught. Typical social studies activities in *Exploring Occupations in Science, Fine Arts, and Humanities* are: (1) prepare and administer public opinion poll, (2) conduct survey and construct hypothesis; (3) prepare ancestral chart; and (4) prepare cost and market analysis. Within each module, "the broad occupational cluster is divided into between six and nine units, each unit being a grouping of occupations that have a mutual affinity." Each unit is opened with a fictional narrative written in the second person. The purpose of this section is to suggest some of the elements present in a job situation such as extent of pressure, working conditions, skills and abilities required, problems, and possible satisfaction. Also included are questions for the students to answer. The next section involves students in real job-related tasks (27 per module). The point of each task is to provide a feeling of what working in the occupation would really be like. A summary section provides content designed to reinforce learning gained earlier.

A well-designed student testing program is available as an adjunct to *Careers in Focus.* One such measure is the Career Maturity Inventory which includes the "Attitude Scale" and the "Competence Test." The program guide contains 13 "Occupational Indicator" forms which were developed to measure change in students' occupational interests. Other informal measures are provided in the program guide. *Careers in Focus* has been field tested with 742 students in grades seven through nine and revised based on the feedback. The report of this informative evaluation is available from the publisher.

DECIDING and DECISIONS AND OUTCOMES

Descriptive Characteristics

Grade Level
____ K-3
____ 4-6
X 7-9
X 10-12

Time
____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
X Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
X Supplementary
____ Other: ________________

Materials
Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
S Worksheets
____ Films
____ Filmstrips
____ Records or tapes
____ Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
____ Other: ________________

Substantive Characteristics

Major Content Emphasis
X Career Education
____ Social Studies
X Other: Decision Making

Social Studies Disciplines
____ Anthropology
____ Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements
X Attitudes, appreciations, and values
X Career awareness
X Decision making
____ Economic awareness
____ Education awareness
X Self-awareness
____ Skill development

Career Clusters
____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities
____ Reading
X Writing
____ Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
X Simulation
____ Research
____ Interviews
____ Community activities
____ Field trips
____ Work experience
____ Other: ________________

Titles: DECIDING and DECISIONS AND OUTCOMES

Authors: H.B. Gelatt, et al.

Publisher: College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019

Dates: *Deciding*, 1972; *Decisions and Outcomes*, 1973

Grade Level: 7-9, 10-12

Materials and Cost: Student Text, $2.50 per title; Teacher's Guide for *Deciding*, $2.00; for *Decisions and Outcomes*, $3.00; Teacher's guides free with set of 30 or more student books. Student booklets $1.00 with order of 30 or more.

Deciding, a junior high school program, and *Decisions and Outcomes*, a program for senior high school students, both focus on developing decision-making skills, particularly those relating to educational and career opportunities. According to the authors, the overall goal of the program is for student to be able to apply the decision-making skills acquired in the course to their own lives. Specific objectives include developing the ability to examine and clarify personal values and goals, to identify and create new alternatives, and to make decisions based on consideration of alternatives and values.

There are six interrelated areas covered in each course: "identifying critical decision points; recognizing and clarifying personal values; identifying alternatives and creating new ones; seeking, evaluating, and utilizing information; risk-taking; and developing strategies for decision making." Self-discovery and awareness of personal values are emphasized continuously. Many of the decisions students make for *others* in these programs are similar to decisions they might have to make for themselves at some time as they become involved in educational, career-related, economic, personal, and value decisions. One lesson, for example, asks students to consider the case of Jane Johnson, who grew up in a poor tenement neighborhood and has since become a successful lawyer. She is now applying for a job with a corporate law firm in which she would make an excellent salary, but would also be far removed from the problems of people in her old neighborhood whom she had originally intended to help. Students must put themselves in her position and consider her alternatives, her values, additional information she might need, and finally make the decision they believe she would make. A variety of activities, including simulations, role play, written exercises, and discussion, are used to give the students practice in making decisions. These activities are usually presented on a worksheet that includes drawings and charts. The materials can be used as the basis of a minicourse in decision making, as supplementary to a year-long course in social studies or English, or as the basis for a guidance program.

The College Entrance Examination Board conducts training sessions for teachers and leaders who are using the programs. They also provide a training film, which is available on a free loan basis. Student feedback forms are provided with the materials and it is suggested that teachers continuously be aware of informal student input during the lessons.

The programs have been field tested. Several extensive questionnaires were developed and used for this purpose. One study used *Deciding* with 200 students in grades seven, eight, and ten for 12 to 15 class sessions. Although no significant behavioral changes were reported in the experimental groups "there was some indication that the students who had *Deciding* were more inclined to think about making decisions" and "felt surer about the things that interested them most" than those in the control group.

DECIDING HOW TO LIVE AS SOCIETY'S CHILDREN: INDIVIDUAL NEEDS AND INSTITUTIONAL EXPECTATIONS

Descriptive Characteristics

Grade Level

_____ K-3
_____ 4-6
9 7-9
X 10-12

Time

_____ Curriculum (2 or more years)
_____ Course (one year)
_____ Semester (half year)
X Minicourse (4-9 weeks)
_____ Unit (1-3 weeks)
X Supplementary
_____ Other:

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
_____ Worksheets
_____ Films
_____ Filmstrips
_____ Records or tapes
_____ Charts or posters
_____ Transparencies
T Teacher's Guide
_____ Tests
_____ Other:

Substantive Characteristics

Major Content Emphasis

_____ Career Education
X Social Studies
_____ Other:

Social Studies Disciplines

_____ Anthropology
_____ Economics
_____ Geography
_____ History
_____ Political science
_____ Psychology
_____ Social psychology
X Sociology
_____ Interdisciplinary
_____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters

_____ Major emphasis
_____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
X Writing
X Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
_____ Simulation

X Research
X Interviews
X Community activities
X Field trips
_____ Work experience
X Other: Photography, art work, tape recording

Title: DECIDING HOW TO LIVE AS SOCIETY'S CHILDREN: INDIVIDUAL NEEDS AND INSTITUTIONAL EXPECTATIONS

Editor: Rodney F. Allen

Publisher: McDougal, Littell and Company
P.O. Box 1667-S
Evanston, Illinois 60204

Date: 1974

Grade Level: 9-12

Materials and Cost: Student text, 146 pp., paperbound, $4.60, (ten or more copies ($3.45); Teacher's Guide, 75 pp., paperbound, $1.50.

Deciding How to Live As Society's Children, one of four texts in the *Values Education Series* is designed to encourage student participation. The Teacher's Guide contends that each chapter "seeks to get students out into the community and strives to get adults into the schools to share concerns, to reason and wonder together, to work together on community problems and policies." One of the major goals is the development of the cognitive skills necessary for handling value issues and making decisions. The developers believe that societal and personal ethical issues should be confronted in the classroom as part of the curriculum. This book, through the cases presented and the questions raised, attempts to encourage students to make choices and form opinions based on their own values and to begin considering long-range choices about commitments and lifestyles. It is hoped that through participation in the activities provided, students will begin to: (1) develop awareness of how each of us is shaped by the particular institutions around us and (2) evaluate these institutions in light of the right of individuals to develop themselves in ways that will contribute to society.

The five chapters, which raise various issues through short case studies depicting real-life dilemmas, encourage students to consider alternative solutions, to infer the values underlying conflicts, to make decisions based upon their value preferences, and to justify their choices. The book examines conflicts between traditional norms and movements for change as well as between individual needs and institutional expectations. Chapters include "Feminity/Masculinity: The Renewal of the Sexes," "Education: Learning for Liberation," "Work: Making a 'Living' or a Livelihood," "Family: Changing Family Patterns," and "Agenda For Action: Shaping Society's Institutions." The book could be used as a basic text for a four- to nine-week minicourse. It could also be used to supplement a semester or year-long course in American history, sociology, or American problems, adding valuing and decision-making dimensions to the course. One particularly attractive feature of *Society's Children,* as well as of the other books in the series, is that each chapter offers many opportunities for community/student interaction. For example, one activity suggests that students conduct a survey of community workers and rank in order of importance certain items such as good pay, interesting work, job security, seeing the results of one's work, and opportunity to develop special abilities. Students participate in a wide variety of other activities as well, including discussion, role play, interviews, field trips, and creating *ideal* institutions.

The Teacher's Guide deals with the problem of assessing the affective moral development of students. Suggestions which are offered include analysis of videotaped discussions, self-analysis of student work, teacher observation, and written tests patterned after the exercises in the text. The materials were field tested in the classrooms of two of the authors during developmental stages. Results were incorporated into the published version of the text. In addition, 60 Minnesota teachers at a values education workshop evaluated portions of the book. According to the publishers, this feedback proved to be "unusually good." Results of the evaluations were not published and are not generally available.

DIMENSIONS OF PERSONALITY

Descriptive Characteristics

Grade Level

X K-3
X 4-6
X 7-9
X 10-12

Time

X Curriculum (2 or more years)
X Course (one year)
___ Semester (half year)
___ Minicourse (6-9 weeks)
___ Unit (1-3 weeks)
X Supplementary
___ Other: ___

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
S Worksheets
___ Films
S Filmstrips
___ Records or tapes
ST Charts or posters
___ Transparencies
T Teacher's Guide
___ Tests
S Other: **Picture cards, spirit masters**

Substantive Characteristics

Major Content Emphasis

___ Career Education
___ Social Studies
X Other: **Values education**

Social Studies Disciplines

___ Anthropology
___ Economics
___ Geography
___ History
___ Political science
___ Psychology
___ Social psychology
___ Sociology
___ Interdisciplinary
___ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
___ Economic awareness
___ Education awareness
X Self-awareness
X Skill development

Career Clusters

___ Major emphasis
___ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
X Writing
X Questioning
___ Problem solving
X Discussion
X Valuing activities
X Role play
X Simulation
___ Research
___ Interviews
___ Community activities
___ Field trips
___ Work experience
___ Other: ___

Title: DIMENSIONS OF PERSONALITY

Authors: Carl Fisher et al.

Publisher: Pflaum Publishing
2285 Arbor Boulevard
Dayton, Ohio 45439

Date: 1969-1974

Grade Level: K-12

Materials and Cost: Kindergarten lap card kit or filmstrip package, and Teacher's Guide, $39.95. Student texts for grades 1-3, paperbound $1.75 each grade; activity sheets, $4.95 each grade; teacher's manual sets, $5.25 each grade. Student texts for grades 4-6, paperbound, $2.25 to $3.25; hardbound, $3.75 to $4.75; spirit masters, $2.00 to $3.10; teacher's manuals, $5.00 to $5.75; *Say It With Puppets* kit, $18.95. Spirit master kit, for grades 7-8 containing Teacher's Guide, 71 spirit masters, and 12 posters, $44.95. Spirit master kit, for grades 9-12 containing Teacher's Guide and 77 spirit masters, $44.95.

Dimensions of Personality is a K-12 program of courses for affective education. The ultimate goal of the program is for students to absorb the ideas and values contained in the materials and carry them over into their daily lives. The developers, therefore, feel it is important that the materials be used over time on a regular basis. The program is based on the premise that an understanding of self--from all possible perspectives--is essential to good mental health. Objectives of the K through six portion of the program include increasing self-awareness, understanding feelings and emotions, clarifying values, developing a positive self-concept, becoming aware of human likenesses and differences, learning how to get along with others, learning to empathize, understanding reasons for human behavior, and learning how to make satisfying decisions. *Search for Meaning,* the seven through eight component of *Dimensions of Personality* is designed to help students examine their lives and clarify their personal values in regard to internal and external forces and to their relationships with family and peers. The 9-12 program, *Search for Values,* extends the understandings derived from earlier lessons and helps students see more clearly the implications of their various day-by-day choices. Specific objectives are provided for all of the individual lessons.

The content of the K through 6 segment focuses on self-image, emotional, intellectual, physical, and social development. Many of the units and activities relate directly to career education. For example there are seven units at Level One which focus on children's need to develop competencies necessary to become a productive group member. Level Three content provides activities whereby children can learn that they have "both strong and weak points that can be maintained, strengthened, or improved." The activities also promote the idea of accepting one's limitations as well as the limitations of others. Twelve basic themes are used to organize the content of *Search for Meaning:* People Power, Rules/Regulations, Organizations, Pressures, Rewards/Punishments, Capability, Flexibility, Growth, Responsibility, Family, Friends, and Boy-Girl Relationships. One activity at this level provides an experience through which students gain an awareness of their "dependence on others for the basic necessities of live." *Search for Values* covers the topics of competition, authority, time, personal space, images, relationships, and commitments. The major strategies in the program are student reading and small group discussion and activities. Large group discussion and activities are also used although not as extensively. Students at the secondary level keep individual diaries related to the course activities. The authors encourage parents to read the student materials and discuss them with their children.

Parents and teachers are discouraged from trying to measure student progress in terms of letter or number grades. The authors note that "observation of the student by parent and teacher both in and out of the classroom . . . to see whether there has any behavioral change in the learner" may be "the only legitimate evaluation." Questionnaires are sent to all those who use this program in order to obtain feedback. Interviews, observations, and workshops have also been conducted. The fragmentary results are these efforts are mixed although most respondents found the lessons relevant to the students. Results may be obtained from the publisher.

DUSO: DEVELOPING UNDERSTANDING OF SELF AND OTHERS

Descriptive Characteristics

Grade Level

X K-3
4 4-6
____ 7-9
____ 10-12

Time

X Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
X Supplementary
____ Other: ____________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
____ Worksheets
____ Films
____ Filmstrips
S Records or tapes
S Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
X Other: Discussion pictures, discussion cards, puppet activity cards, puppets

Substantive Characteristics

Major Content Emphasis

____ Career Education
____ Social Studies
X Other: Values education

Social Studies Disciplines

____ Anthropology
____ Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations,
X and values
X Career awareness
____ Decision making
____ Economic awareness
____ Education awareness
X Self-awareness
X Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
____ Writing
X Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
____ Simulation
____ Research
____ Interviews
____ Community activities
____ Field trips
____ Work experience
X Other: Puppet activity, listening, singing

Title: DUSO: DEVELOPING UNDERSTANDING OF SELF AND OTHERS

Authors: Don Dinkmeyer

Publisher: American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

Date: 1970, 1973

Grade Level: K-1, 2-4

Materials and Cost: Two multimedia kits, each including records or cassettes, discussion cards, posters with display easel, hand puppets, puppet props, activity cards, story books, discussion pictures, and Teacher's Guides: DUSO D-1, $122.00; DUSO D-2, $116.00.

Developing Understanding of Self and Others is an experiential learning program designed to help students in the primary grades better understand their own and others' thoughts, feelings, and actions. The author believes it is necessary to satisfy a child's emotional and social needs before cognitive learning can take place. Concerned with personalizing and humanizing education, he feels it is imperative that learning experiences strengthen a child's self-esteem rather than diminish it. DUSO, therefore, primarily focuses on affective and social development. Objectives include understanding and accepting oneself as a unique and worthy human being; understanding, respecting, and empathizing with others; and becoming aware of one's own feelings and values. For each activity a more specific objective is given, such as, "to see how positive and negative criticism can influence a person's involvement" or "to develop in children an appreciation of individual differences and to help them understand that individuality enables each person to make a unique contribution to the total effort."

A DUSO kit consists of eight units. Each of these units represents a developmental task or a classroom goal. The eight units in DUSO K-1 are designed to help students with self-image. They begin by studying themselves, their feelings and the feelings of others, and then proceed to a study of their relationships with others. Independence, goal attainment, and personal abilities are also explored. The materials conclude with students working on the development of emotional maturity, making good choices, and accepting the consequences of their choices. The units of DUSO K-2 also provide personal developmental tasks for the child. The basic content of the kits is essentially the same--a study of self. The major difference in the content is that the stories, songs, role plays, and puppet situations in the early elementary materials are those which kindergarten or first-grade children would understand; while DUSO D-2 contains experiences understandable to third and fourth graders. In addition, 33 career awareness activity cards are included in DUSO D-2 which are designed to help children develop awareness of careers and the world of work through the use of unfinished stories, role playing, and games. The teaching procedures for each unit follow a patterning which the author calls *cycles*. These cycles may be used in any order; however, each cycle should be introduced with the suggested story. A cycle includes the following activities: (1) a story to be followed by discussion; (2) a problem situation to be followed by discussion; (3) a role-playing activity; (4) a puppet activity; (5) several supplementary activities to be used as desired by the teacher; and (6) recommended supplementary reading that can be read to the class by the teacher or read independently by pupils. After the teacher has introduced a cycle through the introductory story, activities may be implemented in any order. The Teacher's Guide gives both a general description of how to carry out each of the teaching procedures and specific directions for conducting each lesson.

There is no provision for evaluation of students included in the material. The program was field tested twice during the developmental stage. A total of 5,825 students in 333 classrooms were involved in the testing phase. The program was redesigned based on the results of the first field test and the second field test was taken into account for the final program design.

AN ECONOMICS PRIMER: $$$ TO DONUTS

Descriptive Characteristics

Grade Level

____ K-3
____ 4-6
____ 7-9
_X_ 10-12

Time

____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
_X_ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
_X_ Supplementary
____ Other: ____________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
_S_ Worksheets
____ Films
_S_ Filmstrips
_S_ Records or tapes
_S_ Charts or posters
____ Transparencies
_T_ Teacher's Guide
____ Tests
_S_ Other: Games

Substantive Characteristics

Major Content Emphasis

____ Career Education
_X_ Social Studies
____ Other: ____________

Social Studies Disciplines

____ Anthropology
_X_ Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements

_X_ Attitudes, appreciations,
X and values
_X_ Career awareness
_X_ Decision making
_X_ Economic awareness
_X_ Education awareness
_X_ Self-awareness
____ Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
_X_ Not mentioned

Pedagogical Characteristics

Student Activities

____ Reading
_X_ Writing
_X_ Questioning
_X_ Problem solving
_X_ Discussion
____ Valuing activities
____ Role play
____ Simulation
_X_ Research
_X_ Interviews
____ Community activities
____ Field trips
____ Work experience
_X_ Other: Games, debates

Title: AN ECONOMICS PRIMER: $$$ TO DONUTS

Producer: David Engler

Publisher: Prentice-Hall Media, Inc.
150 White Plains Road
Tarrytown, New York 10591

Date: 1976

Grade Level: 10-12

Materials and Cost: Four color filmstrips with cassettes; one 18" x 23½" poster; three games, including three duplicating masters, 30 product cards, 20 occupation cards, and a set of 11 national budget priority cards; Teacher's Guide, 57 pp., paperbound, $150.00.

The developers of the high school program, *An Economics Primer: $$$ to Donuts*, state that much economic instruction has been uninteresting and difficult for young people either to understand or apply to their lives. At the same time, they recognize the need for economic instruction since economics is so important to the basic social and political structures of the United States. This program is intended to clarify basic economic concepts by using examples to which young people can relate. Opportunity is also provided for students to apply their knowledge in the games which accompany the program. Economic and career education objectives are stated in specific behavioral terms in each of the four program parts. The following are typical: "students will be better prepared to [c]onsider their personal attitudes toward money and its relative importance or unimportance to them," "students will be able to . . . [e]xplain how the relationship between the supply of and demand for certain skills affect wage levels," and "students will be able to [i]dentify the major factors that influence the value, and therefore the price, of a product or service."

The program may be used as the basic instructional unit for a three- to four-week minicourse in economics, or it may be used to supplement a semester or year long course in economics, American government, or current affairs. Each of the four parts of the program include an introductory discussion activity, a sound filmstrip, recall questions, and discussion questions calling for interpretation and analysis. In addition, a poster activity accompanies Part one and games are included for Parts two, three, and four. The Teacher's Guide explains each activity in detail. "What is

Money?," Part one, focuses on definitions and functions of money. In tracing the development of money, different types of money are discussed, from whales' teeth and cowrie shells to debit cards which may eliminate the need for currency and checks. The influence of the Federal Reserve Board and of banks in controlling the amount of money in circulation is also emphasized. Part two, "What Things Cost," deals with various influences on the cost or value of a product or service, such as, scarcity, manufacturing costs, beauty, and supply and demand. The importance of the individual consumer in influencing the economy is stressed. "Who Earns What and Why" is concerned with why people in various careers earn what they do. Factors such as location, skills, education, and supply and demand, are considered. The filmstrip does not ignore the importance of *who* you are, pointing out that race and sex can affect wages, and that poverty as well as wealth tend to be cumulative. Finally, students are asked how such inequities can be eliminated, or who *should* earn what and why. In the accompanying game, students research job descriptions and salary figures of various occupations in their community. After comparing job tasks and salaries of various careers, students discuss the moral implications of the distribution of wealth in our society. In Part four, "The Distribution of Money," the three questions that all economic systems must answer are discussed: "What are we going to produce?," "Which resources shall we use?," and "How much will each person or sector in society receive?" Much of the final filmstrip is devoted to comparing responses of socialist and communist economies to capitalist economies to these questions. The game accompanying this filmstrip requires the class to rank national priorities by preparing a federal budget for the current year.

There are no tests accompanying the program; however, there is a section in the Teacher's Guide called "Evaluating Information," which includes ten critical questions raised by the program. These questions might be answered in discussions, debates, essays, research reports, or more formal evaluation modes. It would also be possible for a teacher to devise a test based on the objectives. The materials were not field tested during developmental stages but have received favorable reviews.

EPISODES IN SOCIAL INQUIRY

Descriptive Characteristics

Grade Level
_____K-3
_____4-6
_____7-9
__X__10-12

Time
_____Curriculum (2 or more years)
_____Course (one year)
_____Semester (half year)
_____Minicourse (6-9 weeks)
_____Unit (1-3 weeks)
__X__Supplementary
_____Other: ____________________
____
____

Materials
Student materials=S
Teacher materials=T
Evaluation materials=E

__S__Readings
_____Worksheets
_____Films
_____Filmstrips
_____Records or tapes
_____Charts or posters
__S__Transparencies
__T__Teacher's Guide
_____Tests
_____Other: ____________________
____
____

Substantive Characteristics

Major Content Emphasis
_____Career Education
__X__Social Studies
_____Other: ____________________

Social Studies Disciplines
_____Anthropology
_____Economics
_____Geography
_____History
_____Political science
_____Psychology
_____Social psychology
__X__Sociology
_____Interdisciplinary
_____Multidisciplinary

Career Education Elements
__X__Attitudes, appreciations, and values
__X__Career awareness
__X__Decision making
_____Economic awareness
_____Education awareness
_____Self-awareness
__X__Skill development

Career Clusters
_____Major emphasis
_____Minor emphasis
__X__Not mentioned

Pedagogical Characteristics

Student Activities
__X__Reading
__X__Writing
__X__Questioning
__X__Problem solving
__X__Discussion
__X__Valuing activities
_____Role play
_____Simulation
__X__Research
_____Interviews
_____Community activities
_____Field trips
_____Work experience
_____Other: ____________________
____
____

Title:	EPISODES IN SOCIAL INQUIRY
Directors:	Project closed in 1971. Former directors are Robert C. Angell and Robert A. Feldmesser
Publisher:	Allyn and Bacon, Inc. Rockleigh, New Jersey 07647
Date:	1969-1974
Grade Level:	10-12
Materials and Cost:	23 student texts, 32-88 pp., paperbound, $8.32 to $10.36 for sets of ten; Teacher's Guide, free with purchase of student text set. Optional transparencies for ten of the *Episodes* available from Film Central, 213 Clark, Saline, Michigan 48170.

The *Episodes in Social Inquiry Series*, one of the products developed by the Sociological Resources for the Social Studies project, is presently made up of 23 student texts. Each of the texts or *Episodes*, which can be taught in any order, requires from one to three weeks to teach and is intended to supplement ongoing courses. All require average or above-average reading skills. The developers believe that an understanding of society is a vital aspect of the educational experience. Thus, both "the dynamics of social change and the principals of social structure" are examined in a variety of content areas. The underlying objectives of the materials are to teach students to reach meaningful conclusions from evidence and to appreciate the utility of sociological concepts and procedures.

The *Episodes* series is not an attempt to provide a textbook approach to sociology. Rather, the individual student texts provide articles, data, and case studies on a wide variety of social problems. Most could be coupled with career education concerns. For example, *Leadership in American Society: A Case Study in Black Leadership* could be expanded to examine the personal qualifications necessary to be an effective leader or the personal costs of leadership in terms of time and energy expended. Other titles which could easily be infused are *Images of People, Social Mobility in the United States, The Incidence and Effects of Poverty in the United States, Social Change: The Case of Rural China, Science and Society, Migration Within the United States, Roles of Modern Women, Transition, Family Size and Society, Cities: Where People Live and Why*, and *Delinquency*.

Among the many concepts which are explored that have an important bearing on career choices are social mobility, social stratification, poverty, discrimination, prejudice, social institutions, leadership, urban problems, and social status. Although a variety of teaching techniques are used in the program, the inquiry mode is most prominent. After examining the information in the booklets, students are asked to gather more data, analyze the evidence, and draw meaningful conclusions. The Teacher's Guides suggest methods and techniques for engaging students with the content.

No formal student evaluation instruments are provided for the *Episodes*. The developers suggest that there are many opportunities to assess performance as students interact with the materials. These include the quality of work on exercises, analyses of reading, discussion, and reports. If more formal evaluation is desired, the developers suggest that either essay or multiple-choice questions be used. The *Episodes* have been field tested in approximately 50 classrooms in Atlanta, Miami, Minneapolis, Seattle, and San Francisco. Data were obtained from tests, interviews, questionnaires, and observation of trial classes. The analysis showed some gain in sociological perspectives for all groups of students who used the units.

EXPLORE: A CAREER AWARENESS PROGRAM

Descriptive Characteristics

Grade Level

____ K-3
__X__ 4-6
____ 7-9
____ 10-12

Time

____ Curriculum (2 or more years)
____ Course (one year)
__X__ Semester (half year)
__X__ Minicourse (6-9 weeks)
__X__ Unit (1-3 weeks)
__X__ Supplementary
____ Other: ____________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
____ Worksheets
____ Films
__S__ Filmstrips
__S__ Records or tapes
____ Charts or posters
____ Transparencies
__T__ Teacher's Guide
____ Tests
__S__ Other: Student log book

Substantive Characteristics

Major Content Emphasis

__X__ Career Education
____ Social Studies
____ Other: ____________

Social Studies Disciplines

____ Anthropology
____ Economics
__X__ Geography
__X__ History
__X__ Political science
____ Psychology
____ Social psychology
__X__ Sociology
__X__ Interdisciplinary
____ Multidisciplinary

Career Education Elements

__X__ Attitudes, appreciations, and values
__X__ Career awareness
__X__ Decision making
__X__ Economic awareness
__X__ Education awareness
__X__ Self-awareness
__X__ Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
____ Not mentioned

Pedagogical Characteristics

Student Activities

____ Reading
__X__ Writing
__X__ Questioning
__X__ Problem solving
__X__ Discussion
____ Valuing activities
__X__ Role play
__X__ Simulation
__X__ Research
__X__ Interviews
__X__ Community activities
__X__ Field trips
____ Work experience
____ Other: ____________

Series: EXPLORE: A CAREER AWARENESS PROGRAM

Author: Ellen Schecter

Publisher: Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Date: 1976

Grade Level: 4-6

Materials and Cost: Three units containing four color filmstrips; four records or cassettes; student log book, 128 pp., paperbound; and Teacher's Guide, 48 pp., paperbound, $99.50 per unit.

Explore: A Career Awareness Program consists of three multimedia units each of which may be used independently of each other with students in grades four through six. Each unit is designed as a self-contained career education unit to be integrated into existing courses. Major program goals are to stimulate self-awareness and career awareness. Other objectives include clarifying values and goals, building self-confidence, relating current interests and activities to career possibilities, and understanding that career preferences vary according to individual goals, attitudes, and needs. The Teacher's Guide, in addition, emphasizes the importance of learning from others, including parents and community representatives, and offers suggestions for utilizing these resources to supplement classroom learning.

Each unit, "Work? Play?," "Who? What? When? Why?," and "Career Connections," consists of ten chapters based on four sound filmstrips. The first unit, upon which the rest of this analysis will focus, begins by asking students to define work and play. By going through this process, students learn that work can be play and play can be work. The materials emphasize that a career should have elements of enjoyment in it. In other chapters, student interests, hobbies, and values are related to careers, showing how one can lead to the other. Interrelationships among careers are also demonstrated as are the relationships of goods, services, environment, and change to careers. The student log book, a major component in each of the three units, gives students the opportunity to apply the concepts upon which the filmstrips focus and to simulate a variety of career situations.

For instance, in one activity simulating city planning, students are given a map and facts about Old Town and a blank map of New Town. They must make decisions regarding schools, hospitals, housing, and parks, such as whether to tear down, build or enlarge, and where to locate or relocate. In another activity, students "select" careers for various characters in the book, based on the characters' interests, abilities, and values. There are also games, puzzles, letter writing activities, community projects, discussion questions, worksheets, matching activities, writing activities, vocabulary exercises, and occasionally art or math projects for students to become involved in. Most of the suggested activities are designed to supplement existing courses including community studies, economics, legal education, environmental education, and other social studies, science and language arts courses. If used as a supplement to existing courses each unit may require a semester to complete. Alternatively each may be used as a "concentrated, self-contained career education unit lasting over a period of weeks--the length of time depending on the pace at which your students work most comfortably."

A test on career awareness used for both pre- and post-testing is included with each unit. Other program objectives, although emphasized in activities, are not formally evaluated. No formal field testing has been conducted.

EXPLORING CAREERS

Descriptive Characteristics

Grade Level
___ K-3
___ 4-6
X 7-9
X 10-12

Time
___ Curriculum (2 or more years)
___ Course (one year)
___ Semester (half year)
___ Minicourse (6-9 weeks)
___ Unit (1-3 weeks)
X Supplementary
___ Other: ______

Materials
Student materials=S
Teacher materials=T
Evaluation materials=E

___ Readings
S Worksheets
___ Films
___ Filmstrips
___ Records or tapes
___ Charts or posters
___ Transparencies
T Teacher's Guide
___ Tests
___ Other: ______

Substantive Characteristics

Major Content Emphasis
X Career Education
___ Social Studies
___ Other: ______

Social Studies Disciplines
X Anthropology
X Economics
X Geography
X History
X Political science
___ Psychology
___ Social psychology
X Sociology
X Interdisciplinary
___ Multidisciplinary

Career Education Elements
X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
___ Skill development

Career Clusters
___ Major emphasis
X Minor emphasis
___ Not mentioned

Pedagogical Characteristics

Student Activities
___ Reading
X Writing
___ Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
___ Simulation
X Research
X Interviews
___ Community activities
___ Field trips
___ Work experience
X Other: Collages, games, job shadowing, debates

Title: EXPLORING CAREERS

Developer: John J. Masci
Career Education Consultant
ABT Associates, Inc.

Publisher: Educational Design, Inc.
47 West 13th Street
New York, New York 10011

Date: 1974

Grade Level: 7-12

Materials and Cost: 52 student worksheets in spirit master form; Teacher's Guide, 38 pp., paperbound, $35.00. Teacher's Guide available separately for $1.50.

Exploring Careers is a secondary career education program composed of a Teacher's Guide and 16 activities which can easily be infused into the existing curriculum. The developers feel that much more can be accomplished by integrating career education into subject areas than by the traditional methods of career testing and guidance. Careers are seen as flexible and changing, rather than dependent on once-in-a-lifetime decision. The activities have, therefore, been designed to help make students aware of the wide variety of career options and to improve their decision-making abilities. The affective domain is treated as equally important. It is stated that perhaps the "most important affective component of career education should be the development of positive self image." Specific objectives are given for each activity. These are generally stated conceptually and reflect both subject matter and career education themes. Sample objectives include: "There are both differences and similarities among various geographic regions," "occupations and lifestyles are interrelated," "all persons need to be recognized as having dignity and worth," and "career development requires a series of choices."

The first ten activities may be used in various subjects in grades seven through 12. The remainder are more advanced and are intended for students in grades ten through 12. Five of the activities are designed for social studies classes, such as government, economics, geography, sociology, community studies, and future studies. Other activities are appropriate for English, math, science, foreign language, business, home economics, communication arts, health, consumer education, or physical education classes. Some may also be used in several subject areas. The time required varies from one activity to the next and ranges from two class sessions with additional out-of-class research to ongoing projects spanning an entire school year. The program is divided into four parts, each of which includes three to five activities. The activities, chosen for their high interest level, are "Careers: Overall Views," "Careers: Explorations," "Careers: Preparations," and "Self-Analysis Vis-a-Vis Careers." Activities in the first three parts generally involve the entire class or small groups. The final part is composed of three individual valuing or *self-analysis* activities which should be completely voluntary. Special instructions are provided in the Teacher's Guide for conducting the activities. Students become involved through research, role play, valuing, interviewing, writing, playing and creating games, job shadowing, decision making, budgeting, giving speeches, debating, making collages, and discussion. In an activity called "Brave New World" students *colonize* a *new world,* and decide which occupations are the most needed. After these jobs are decided upon and students have selected their occupations, the teacher announces that only a certain percentage of the class will be able to go to the *new world*. The students must then decide who goes. This activity could be used in conjunction with a history, government, sociology, anthropology, or futures class in which students set up their own society or write their own constitution once they have arrived. Several of the activities which are interdisciplinary lend themselves to a team-teaching approach.

Student evaluation is left up to the teacher and would vary with each activity. There has been no formal testing or evaluation of the program.

EXPLORING CHILDHOOD

Descriptive Characteristics

Grade Level

____ K-3
____ 4-6
X 7-9
X 10-12

Time

____ Curriculum (2 or more years)
X Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
____ Supplementary
____ Other: ____________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
____ Worksheets
S,T Films
S Filmstrips
S,T Records or tapes
S Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
S,T Other: Data packet, tabloid, booklets, looseleaf notebooks, evaluation strategies, newsletters, workshops, *Organizing the Program, Funding Sources*

Substantive Characteristics

Major Content Emphasis

____ Career Education
X Social Studies
____ Other: ____________

Social Studies Disciplines

____ Anthropology
____ Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
X Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
____ Economic awareness
____ Education awareness
X Self-awareness
X Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

____ Reading
____ Writing
____ Questioning
____ Problem solving
____ Discussion
____ Valuing activities
X Role play
____ Simulation
____ Research
____ Interviews
X Community activities
X Field trips
____ Work experience
____ Other: ____________

Title: EXPLORING CHILDHOOD

Director: Marilyn Clayton Felt

Publisher: Education Development Center, Inc. (EDC)
55 Chapel Street
Newton, Massachusetts 02160

Date: 1974-75

Grade Level: 7-12

Materials and Cost: Ninty-three components consisting of student booklets, filmstrips, records, posters, data packets, tabloids and a wide variety of teacher/administrator/parent materials, $440.00. Films, $1,540.00. Materials can be purchased in individual units and films can be rented.

Exploring Childhood is an interdisciplinary curriculum which enables secondary school students to learn about children and childhood through a combination of classroom and field work experiences. Classroom learning in the full-year course is based on an extensive set of multimedia materials which includes booklets, posters, filmstrips, records, and 16mm films. Fieldsite experiences take place in preschool settings arranged by the course teacher. Students taking the course learn principles of child development, improve their skills in working with young children, and develop insights into their own identities and family relationships. Four major values influenced the development and direction of *Exploring Childhood:* "1) to view the present, whether adolescence or childhood, as an important time of being as well as becoming, 2) to demonstrate that insight can be learned and can be an important influence on behavior, 3) to help students and children develop confidence in their own identities, and 4) to legitimize the view that anyone responsible for the care of a child has worthwhile experiences to share with others."

The field work component of *Exploring Childhood* requires each student to spend two or more hours per week in child care centers, working with preschool children. The multimedia materials consist of three modules which have been sequenced according to the cycle of "needs and interests of students working with young children." Module I, "Working With Children," is designed to prepare adolescents to work with young children. Materials in the module include booklets dealing with how to get involved with children, the behavior of preschoolers, activities to do with youngsters, and discipline of the young child. There are also filmstrips, records, posters, and 16mm films which describe a variety of preschool fieldsite situations and ways of handling common child behavior. The materials in Module II, "Seeing Development," are to be used when students begin work at fieldsites. Booklets, posters, and films offer students basic information about human development from infancy through adulthood. Other multimedia materials introduce ways to observe development in children through their art, play, verbal expressions, and interpersonal interactions. The materials in Module III focus on the socialization of the child at home, in the community, and in society. Through booklets, posters, records, filmstrips, and 16mm films, students examine the life of children in several American families, in an Israeli kibbutz, and in the West African Ibo culture. Pamphlets present the childhood memories of eight adults from diverse backgrounds. Module III components are designed to encourage students to examine their own family behaviors and traditions, to develop understanding of and respect for the lifestyles of other families, and to increase their awareness of how society influences their own lives. Students who are involved in the program gain skills which should make them more effective parents and community members. They should also learn whether a variety of careers related to the rearing of the young might be personally rewarding.

The Teacher's Guides for the program suggest a variety of teaching techniques such as role play, discussion, small group project work, and inquiry. Teachers are also provided with specific suggestions for teaching observation, organization, and interaction skills.

The Teacher's Guides and a pamphlet entitled *Teaching and Evaluation Strategies* provide both generic and specific strategies for assessing student growth. Contracts, tests, and self-evaluation are among those that are suggested. Between 1973 and 1975, an experimental edition of the program was field tested in 234 public schools located in 45 states. A total of 4,140 students and 234 teachers provided feedback on the effectiveness, interest, and use of specific material components. Results of the field test have been compiled in two booklets, *Summary of Evaluation Findings: Year One* and *Summary of Evaluation Findings: Year Two.*

EXPO 10: EXPLORING CAREER INTERESTS

Descriptive Characteristics

Grade Level

_____ K-3
__5__ 4-6
__8__ 7-9
_____ 10-12

Time

_____ Curriculum (2 or more years)
_____ Course (one year)
_____ Semester (half year)
_____ Minicourse (6-9 weeks)
_____ Unit (1-3 weeks)
__X__ Supplementary
_____ Other: ____________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

_____ Readings
_____ Worksheets
_____ Films
_____ Filmstrips
__S__ Records or tapes
__S__ Charts or posters
_____ Transparencies
__T__ Teacher's Guide
_____ Tests
_S,T_ Other: Student and teacher directions, games

Substantive Characteristics

Major Content Emphasis

__X__ Career Education
_____ Social Studies
_____ Other: ____________________

Social Studies Disciplines

_____ Anthropology
__X__ Economics
__X__ Geography
__X__ History
__X__ Political science
_____ Psychology
_____ Social psychology
_____ Sociology
__X__ Interdisciplinary
_____ Multidisciplinary

Career Education Elements

__X__ Attitudes, appreciations, and values
__X__ Career awareness
__X__ Decision making
__X__ Economic awareness
__X__ Education awareness
__X__ Self-awareness
__X__ Skill development

Career Clusters

_____ Major emphasis
_____ Minor emphasis
__X__ Not mentioned

Pedagogical Characteristics

Student Activities

_____ Reading
__X__ Writing
__X__ Questioning
_____ Problem solving
_____ Discussion
__X__ Valuing activities
__X__ Role play
__X__ Simulation
__X__ Research
_____ Interviews
_____ Community activities
__X__ Field trips
_____ Work experience
__X__ Other: Visitors, art activities, math activities, games, brainstorming, physical activities

Series: EXPO 10: EXPLORING CAREER INTERESTS

Developers: Judith L. Anderson, Patricia Schildknecht, and
John Steuber

Publisher: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Date: 1975

Grade Level: 5-8

Materials and Cost: Fifty-eight games divided into ten sets; Teacher's
Guide, 124 pp., paperbound, $289.00. Game sets
purchased separately, ranging in price from $20.00
to $62.00; Teacher's Guide may also be purchased
separately for $2.05.

Intended for students in grades five through eight, *Expo 10* consists of 58 games divided into ten interest areas. The program was designed primarily to enable children to explore a wide variety of careers. The game format was selected as a motivational device and because the authors believe that students can learn a great deal from interacting with each other. Objectives include learning to cope with the constantly changing world of work; becoming aware of career options within particular interest areas; considering individual interests and preferred lifestyles; gaining an appreciation of the worth and value of all types of work; learning to value others' interests, skills, and talents, as well as one's own; and comparing thoughts and feelings about work with others.

There is an average of six games in each of the ten interest areas--musical, scientific, literary, mechanical, outdoor, artistic, persuasive, computational, social service, and clerical. Several concepts such as, career awareness, interdependence, the worth and dignity of all careers, and the worth and dignity of all individuals permeate all of the games. The "Introductory Unit" includes various suggestions for introducing the program and offers ideas for activities spanning the school year, as well as multipurpose activities which can be used along with all of the game sets. The first game in each set usually introduces the students to all of the occupations they will encounter in the games for that particular interest area. The remainder of the games build upon each other and therefore, should be played sequentially. Many of the games, which resemble such traditional games as checkers, bingo, charades, card games, and guessing games, deal with career titles, duties, places of employment, talents or abilities, education and training, and advantages and disadvantages of particular jobs. One game, for example, called *Complete a City* from the *Social Service Games* calls for students to cooperate and compete with each other as they build up the services in a mythical city called "Hopeville." Citizens of Hopeville must pay "Complete City" for services until someone in "Hopeville" is qualified to provide the necessary services. In this game, players learn about the needs of a functioning community, the education levels required for the social service occupations, and the importance of cooperating in times of crisis as well as during good times. This game and others fit very well into social studies classes. There are also games based on concepts from language arts, math, science, art, and music. The teacher's guide offers suggestions for integrating the materials into existing courses. It also suggests that games can be used either in a team-teaching situation or in a self-contained classroom. As a general rule, the games, which are primarily designed for small groups, require approximately two hours of class time to complete. When students have completed all of the games in any set, there are additional activities which are intended to reinforce the concepts learned. These include role play, pantomime, research, discussion, open-ended stories and sentences, puzzles, vocabulary exercises, singing, organizing, brainstorming, math problems, physical activities, guest speakers, field trips, writing activities such as, keeping diaries, writing resumes, and publishing a class newspaper. As a culmination activity, the class or several classes put on an *Expo 10* "world" fair.

Evaluation questions, which range from the factual to the subjective, can be given to the students to complete after each interest area unit. The entire program was field tested during developmental stages in fifth- through eighth-grade classes, representing lower and middle income groups from inner city, rural, suburban public, and suburban private schools. Major as well as minor changes were made in the published edition as a result of problems encountered and suggestions for improvement. The field test information is reported in an appendix to the Teacher's Guide.

HOLT DATABANK SYSTEM

Descriptive Characteristics

Grade Level

__x__ K-3
__x__ 4-6
_____ 7-9
_____ 10-12

Time

__x__ Curriculum (2 or more years)
_____ Course (one year)
_____ Semester (half year)
_____ Minicourse (6-9 weeks)
_____ Unit (1-3 weeks)
_____ Supplementary
_____ Other: __________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

__S__ Readings
__S__ Worksheets
__S__ Films
__S__ Filmstrips
__S__ Records or tapes
_____ Charts or posters
_____ Transparencies
__T__ Teacher's Guide
__E__ Tests
__S__ Other: Data cards, foldouts, masters, packs, games, simulations

Substantive Characteristics

Major Content Emphasis

_____ Career Education
__x__ Social Studies
_____ Other: __________________

Social Studies Disciplines

__x__ Anthropology
__x__ Economics
__x__ Geography
__x__ History
__x__ Political science
_____ Psychology
_____ Social psychology
__X__ Sociology
__X__ Interdisciplinary
__X__ Multidisciplinary

Career Education Elements

__x__ Attitudes, appreciations, and values
__x__ Career awareness
__x__ Decision making
__x__ Economic awareness
_____ Education awareness
__x__ Self-awareness
__x__ Skill development

Career Clusters

_____ Major emphasis
_____ Minor emphasis
__x__ Not mentioned

Pedagogical Characteristics

Student Activities

__X__ Reading
__X__ Writing
__x__ Questioning
__x__ Problem solving
__x__ Discussion
__x__ Valuing activities
__x__ Role play
__x__ Simulation

__x__ Research
_____ Interviews
_____ Community activities
_____ Field trips
_____ Work experience
_____ Other: __________________

Title: HOLT DATABANK SYSTEM

General Editor: William R. Fielder

Publisher: Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

Date: 1976

Grade Level: K-6

Materials and Cost: Level K: databox, $239.00; teacher's planning calendar, paperback, $3.49. Level 1: student text, 120 pp, $4.50; databank, $249.00; teacher's planning calendar, paperback, $5.97. Level 2: student text, 152 pp., $4.50; databank, $229.95; teacher's planning calendar, paperback, $5.97. Level 3: student text, 308 pp., $5.34; databank, $379.93; Teacher's Guide, paperback, $5.34. Level 4: student text, 340 pp., $5.58; databank, $329.94; Teacher's Guide, paperback, $5.58. Level 5: student text, 338 pp., $5.97; databank, $349.95; Teacher's Guide, paperback, $5.97. Level 6: student text, 341 pp., $5.97; databank, $379.93; Teacher's Guide, paperback, $5.97. Four 16mm color/sound films, approximately four minutes each, available for Levels 3, 4, 5, and 6, $49.96 each. Data tests for levels 3-6, $8.10 to $11.19. Databooks for levels 3-6, $1.68 to $1.86.

The *Holt Databank System,* a K through 6 social studies curriculum, was designed to help students learn basic skills, attain skills of inquiry, clarify values, and learn and use social science concepts. The general editor, William R. Fielder, states that the *System* has three major characteristics: "1) specific performance objectives; that is, behaviorally formulated goals for the learner which define inquiry skills and assist in the formation and clarification of values, 2) an array of materials components; that is, a Teacher's guide, textbooks, and classroom Databank at each level, and 3) a design for instruction; that is, a strategy for employing the material components to achieve the specified performance. Specific objectives for each unit and each day's lesson are included in the Teacher's Guides.

Starting at kindergarten (*Inquiring About Myself*) when the content focus is on "myself," the students examine people, communities, cities, cultures, American history, and technology in succeeding years. Among the major concepts which are continuously reinforced at each level are several which are important in career education--self, family, school, groups, roles, work, resources, specialization, tools, land use, and change. For example, students learn about school workers, food growers, sellers in other cultures, winter workers, and speculate on "What Will I Be?" in kindergarten. Changes in occupations and lifestyles over time is studied at Level 1, *Inquiring About People*. The characteristics and uses of tools are studied at Level 2, *Inquiring About Communities* Levels 3 through 6 focus on two social science disciplines at each level (Level 3, *Inquiring About Cities: Studies in Geography and Economics;* Level 4, *Inquiring About Cultures: Studies in Anthropology and Sociology;* Level 5, *Inquiring About American History: Studies in History and Political Science;* and Level 6, *Inquiry about Technology: Studies in Economics and Anthropology)*. Within each level, considerable time is devoted to such concepts as the assembly line, industrialization, and the importance of tools in defining lifestyles, Level 6 focuses on the relationship of man and technology and the problems and promises of technology are studied in both the modern and non-modern world. Each unit in the program is organized with an introductory lesson followed by a systematic study of the topic. At Levels K through 2, the main ideas to be understood, the behavioral goals for students, and the inquiry skills to be learned are listed for each lesson. The materials for Levels 3 through 6 indicate information (content) objectives, process (inquiry skills) objectives and affective objectives for each unit. The Planning Calendars (K-2) and Teacher's Guides (3-6) provide detailed instructions for implementing every lesson. These instructions also suggest alternatives for students with reading problems.

Student learning objectives are stated in behavioral terms in the Teacher's Guides, providing standards for student performance. In addition, Datatests are available for Levels 3 through 6 which can be used as unit or course evaluations. The *Databank System* was field tested throughout the developmental phase. Although specific data to support the developers' generalizations are not available to the analyst, the developers note that field tests indicated: (1) students were motivated through the use of multimedia information sources, (2) the variety of information sources allowed for individualization of instruction for both slow and rapid learners, (3) the

Databank System provided teachers with a wider variety of resources than is normally available.

INTRODUCING CAREER CONCEPTS

Descriptive Characteristics

Grade Level

_____ K-3
5,6 4-6
X 7-9
_____ 10-12

Time

_____ Curriculum (2 or more years)
X Course (one year)
X Semester (half year)
X Minicourse (6-9 weeks)
X Unit (1-3 weeks)
X Supplementary
_____ Other: ____________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

_____ Readings
E Worksheets
_____ Films
_____ Filmstrips
_____ Records or tapes
_____ Charts or posters
_____ Transparencies
T Teacher's Guide
_____ Tests
_____ Other: ____________________

Substantive Characteristics

Major Content Emphasis

X Career Education
_____ Social Studies
_____ Other: ____________________

Social Studies Disciplines

_____ Anthropology
_____ Economics
_____ Geography
_____ History
_____ Political science
_____ Psychology
_____ Social psychology
_____ Sociology
_____ Interdisciplinary
_____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters

_____ Major emphasis
_____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

_____ Reading
X Writing
X Questioning
X Problem solving
_____ Discussion
_____ Valuing activities
X Role play
_____ Simulation

X Research
X Interviews
_____ Community activities
y Field trips
_____ Work experience
X Other: Guest speakers

Title: INTRODUCING CAREER CONCEPTS

Authors: Joanne Holloway and Joan T. Naper

Publisher: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Date: 1975

Grade Level: Series 1: 5-7; Series 2: 7-9

Materials and Cost: Series 1, student inventory, 16 pp., 25 copies: $12.25; Series 2, student inventory, 16 pp., 25 copies: $12.25; Teacher's Guide, Series 1 or Series 2, 34 pp., paperbound, $2.45.

Introducing Career Concepts is a two-part program for students in grades five through nine, each of which consists of a detailed Teacher's Guide and student inventories for self-evaluation. The program was designed to provide students in the middle grades with career exploration opportunities, bridging the gap between career awareness experiences often offered to students in grades one through four and the "decision-making pressures" faced by students in grades nine through 12. The lessons are intended to motivate students by relating the subjects they are studying to their future as workers. Lesson objectives, which tend to be of a cognitive nature, include "to recognize the interest areas associated with one's favorite activities," "to recognize how skills and knowledge of subject matter can be put to use in occupations," and "to learn to recognize different work styles and what they have to offer." The additional activities accompanying each unit are designed to illustrate such ideas as: (1) "One of the greatest handicaps in making choices is not knowing what there is to choose from"; (2) "Learning that others can contribute to one's self-knowledge opens a new avenue for continued growth"; and (3) "We prevent ourselves from getting into activities we could enjoy by labeling them as proper for only one of the sexes."

The two series are composed of three units each, "What I Enjoy," "What I Can Do," and "What I Accept," as well as "The Inventory," a review unit. Units include two concept lessons, one career lesson, and additional activities. The content in Series 1 includes individual interests; the importance of various careers on people, things, or ideas; individual abilities; the relevance of school subjects; and work characteristics and environments. Content in Series 2 focuses on work styles and roles, skill development, educational and training requirements, income patterns, and employment opportunities. Self-awareness is related to career concepts throughout both programs. For instance, personal preferences are emphasized in the material dealing with work environments. Emphasis on the concepts of change and adaptability adds a very realistic dimension to the program. Students consider, for example, what they might do if they are unable to find employment in the job area for which they have prepared.

Lessons within each series should be taught in sequence, but the two series may be taught independently of each other. The basic lessons plus the review lesson could conceivably be covered in ten class sessions. Additional activities may be used, however, to expand the program "to whatever length desired." Scheduling is very flexible and several possibilities are suggested in the Teacher's Guides. The materials may be used either in self-contained classrooms or in a departmentalized school using a team-teaching approach. Although the majority of the lessons and activities relate to either social studies or language arts, some do touch on concepts from science, math, physical education, and art. Various activities include discussion, valuing activities, research, interviews, record keeping, guest speakers, field trips, peer teaching, debates, skits, budgeting, and various writing activities.

"The Inventory," which is included in each set, is more of a student review than a test. The questions designed for self-evaluation of basic concepts are simple enough to provide a success experience for each student. The Inventories also include a self-profile form, designed to stimulate students' thinking about themselves as individuals and how their concept of *self* relates to careers; and an interview form for students to use in interviewing their parents or other adult workers. The Teacher's Guides mention that manuscripts of the materials were field tested in fifth, sixth, seventh, and eighth grade classes in Illinois. Revisions were made in the published versions based on teacher suggestions. These teacher comments and suggestions have not been published and are no longer available.

JOBS AND GENDER

Descriptive Characteristics

Grade Level

_____ K-3
_____ 4-6
__x__ 7-9
__x__ 10-12

Time

_____ Curriculum (2 or more years)
_____ Course (one year)
_____ Semester (half year)
_____ Minicourse (6-9 weeks)
_____ Unit (1-3 weeks)
__x__ Supplementary
_____ Other: ____________________
____
____

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

_____ Readings
_____ Worksheets
_____ Films
__S__ Filmstrips
__S__ Records or tapes
_____ Charts or posters
_____ Transparencies
__T__ Teacher's Guide
_____ Tests
_____ Other: ______________
____
____

Substantive Characteristics

Major Content Emphasis

__x__ Career Education
_____ Social Studies
_____ Other: ____________________

Social Studies Disciplines

_____ Anthropology
_____ Economics
_____ Geography
_____ History
_____ Political science
_____ Psychology
_____ Social psychology
__x__ Sociology
_____ Interdisciplinary
_____ Multidisciplinary

Career Education Elements

__x__ Attitudes, appreciations, and values
__x__ Career awareness
__x__ Decision making
_____ Economic awareness
__x__ Education awareness
__x__ Self-awareness
_____ Skill development

Career Clusters

_____ Major emphasis
_____ Minor emphasis
__x__ Not mentioned

Pedagogical Characteristics

Student Activities

__x__ Reading
__x__ Writing
__x__ Questioning
_____ Problem solving
__x__ Discussion
_____ Valuing activities
__x__ Role play
_____ Simulation

_____ Research
_____ Interviews
_____ Community activities
_____ Field trips
_____ Work experience
_____ Other: ______________
____
____

Title: JOBS AND GENDER

Author: Himilce Novas

Publisher: Guidance Associates
757 Third Avenue
New York, New York 10017

Date: 1971

Grade Level: 7-12

Materials and Cost: Two filmstrips with cassettes; Teacher's Guide,
29 pp., paperbound, $48.50.

Jobs and Gender is a two-part sound filmstrip program for students in grades seven through 12 designed to encourage young people to consider as possible options all careers despite traditional *male* and *female* work role stereotyping. Students' attitudes about so-called male and female work roles are challenged by introducing them to people who have crossed "sex-work barriers." Among the objectives implicit in the program are creating awareness in students of: (1) hidden sexual prejudices, (2) problems and prejudices often encountered when crossing the sex-work barrier, (3) social changes taking place and, (4) career options in unexplored areas. The filmstrips, discussion questions, and suggested activities could easily supplement a sociology class studying sex roles or social change. One class session should be set aside for each of the two filmstrips, allowing time for both viewing and discussion. From one to four additional class periods may be required, depending on how many of the accompanying activities are selected and on whether they are completed in class or as homework assignments.

The filmstrips demonstrate how attitudes toward sex roles are changing. A female carpenter, a male nurse, a female reporter, a male graduate student in early childhood education, a female jockey, and a male kindergarten teacher introduce students to both the problems and rewards of non-traditional careers. Among the obstacles mentioned are "kidding," a shortage of day care facilities, societal pressures to pursue traditional careers, lower pay in traditionally female jobs, and even counseling at school. The filmstrip suggests, that few high school counselors will suggest that men take up sewing or become nurses. Questions posed in the filmstrips bring the issue of prejudice close to home. For example, the filmstrips ask students to consider the following: "People speak of biologists, engineers, doctors, as if they were all men. Like when I say 'research chemist,' what's the first picture that comes to mind?" The fact that in other countries attitudes about male and female roles are often different from what they are in the United States is emphasized. The filmstrips point out that in the Soviet Union most doctors and many engineers and architects are women; in Sweden young boys and girls are both taught sewing and woodworking; and in Israel women are drafted for combat duty into the armed services. A major theme persisting throughout the entire program is the importance of finding a personally rewarding career, regardless of traditional labels. Discussion questions following the filmstrips are directed toward examining the reactions and feelings of the students. For instance, "What was your first reaction when you saw Robert Pratt, the male nurse? Did you discover any kind of prejudice in yourself?... How may our attitudes get in the way of appreciating someone's professional work?" In the suggested activities students might become involved in comparing old and new magazines, noticing signs indicating breakdown in sex barriers; writing an essay entitled "I Think I'd Like to Be A(n) _____;" or role playing a television interview with someone in a non-traditional career for his or her sex.

Jobs and Gender, although not formally evaluated in classroom situations, has received favorable reviews in a number of journals, including *Media and Methods, Scholastic Teacher,* and the *Library Journal.*

LIVING IN URBAN AMERICA

Descriptive Characteristics

Grade Level
_____ K-3
_____ 4-6
9 7-9
_____ 10-12

Time
_____ Curriculum (2 or more years)
X Course (one year)
_____ Semester (half year)
_____ Minicourse (6-9 weeks)
_____ Unit (1-3 weeks)
_____ Supplementary
_____ Other: _____

Materials
Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
S Worksheets
_____ Films
S Filmstrips
S Records or tapes
_____ Charts or posters
_____ Transparencies
T Teacher's Guide
E Tests
S Other: Picture cards, map, aerial photographs, community profile folders, duplicating masters, games

Substantive Characteristics

Major Content Emphasis
_____ Career Education
X Social Studies
_____ Other: _____

Social Studies Disciplines
_____ Anthropology
X Economics
X Geography
X History
X Political science
_____ Psychology
_____ Social psychology
X Sociology
_____ Interdisciplinary
X Multidisciplinary

Career Education Elements
X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters
_____ Major emphasis
_____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities
X Reading
X Writing
X Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
X Simulation
_____ Research
_____ Interviews
_____ Community activities
_____ Field trips
_____ Work experience
_____ Other: _____

Title:	LIVING IN URBAN AMERICA
Director:	Edwin Fenton Carnegie-Mellon University
Publisher:	Holt, Rinehart and Winston, Inc. 383 Madison Avenue New York, New York 10017
Date:	1974
Grade Level:	9
Materials and Cost:	Student text, hardbound, $7.29; workbook duplicating masters, $19.95; classroom support unit containing six sound and eight silent filmstrips, six records, two aerial photographs, nine role-playing ditto masters, six sets of picture cards, map, three community profile filders, and two games, $199.50; Teacher's Guide, paperback, $5.19; evaluation ditto masters, $19.95.

Living in Urban America, a one-year multidisciplinary course in urban studies, is the ninth-grade component in an eighth- through 12th-grade program designed specifically for slow learners. The program was designed to help slow learners deal with six specific problems: (1) poor self-concept, (2) poor attitude toward learning, (3) unclarified value system, (4) poor study skills, (5) poor inquiry skills, and (6) poor content. The overall goals of the program are to stimulate an understanding of the urban nature of 20th-century America and to develop in students "the analytical skills and attitudes which will help them to deal with problems rationally and to participate in modern society as more integrated human beings." While encouraging students to achieve "integrated value systems that are acceptable within their communities," the materials are also intended to develop those skills necessary "to recognize logical implications, gather and interpret data, and formulate generalizations."

The content of *Living in Urban America* focuses on the paradox of urbanization, emphasizing that while urbanization has created complex human problems, it has also created greater opportunities for individual growth and achievement. The first of the 18 units in the program portrays the city as a highly diversified and complex phenomenon. Among the aspects which are examined are working in a metropolitan area and earning and spending money. One chapter focuses on familiarizing students with a wide range of jobs, teaching them how to apply for a job, and clarifying criteria which might be used in choosing a future job. Another chapter deals with income distribution and examines the lifestyles of families in different income groups. Succeeding chapters deal with topics such as, governance, welfare, education, housing, public safety, transportation, and focuses on people who are employed in these fields. The final chapter, "The City of the Future," is designed to stimulate the "students' interests in and enthusiasms for the unknown world in which they will live." Each unit in the program is divided into a number of lessons which are outlined in the guide according to objectives, materials, and equipment needed. This information is accompanied by instructions for implementing the lesson. Using the questions and strategies suggested in the Teacher's Guide, the instructor encourages students to gather and organize data, formulate hypotheses, and evaluate evidence within the framework of their own values. Other activities in the program involve role playing, dramatizations, and individualized instruction exercises provided in dittoed handouts.

An elaborate student evaluation program is available which tests for learning acquired through the text, the classroom support units, and the spirit master handouts. The project has not received any systematic evaluation. The developer states in the Teacher's Guide, however, that "it has been thoroughly tested in a variety of schools ranging from inner-city classrooms to suburban settings."

THE LOLLIPOP DRAGON: WORLD OF WORK LEARNING MODULE

Descriptive Characteristics

Grade Level

X K-3
____ 4-6
____ 7-9
____ 10-12

Time

____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
X Supplementary
____ Other: ____________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
____ Worksheets
____ Films
S Filmstrips
S Records or tapes
S Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
S Other: Games, activity cards

Substantive Characteristics

Major Content Emphasis

X Career Education
____ Social Studies
____ Other: ____________________

Social Studies Disciplines

____ Anthropology
X Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

____ Reading
X Writing
____ Questioning
X Problem solving
X Discussion
____ Valuing activities
X Role play
____ Simulation

____ Research
X Interviews
____ Community activities
____ Field trips
____ Work experience
X Other: Games, baking, art projects, filing, gardening

Title: THE LOLLIPOP DRAGON: WORLD OF WORK LEARNING MODULE

Project Director: Mary Jo Yunker

Publisher: Society for Visual Education, Inc.
Singer Education Division
1345 Diversey Parkway
Chicago, Illinois 60614

Date: 1976

Grade Level: K-3

Materials and Cost: Six color filmstrips with three cassettes, a two-sided interview cassette; a plastic-coated community mural with 32 vinyl adherents--the workers of Tum Tum; a plastic-coated interview poster; 92 plastic-coated worker, tool, and product cards; a plastic-coated game mat, a plastic-coated Lollipop Hop floor mat; 48 goods and services cards; a bean bag; a plastic-coated scoreboard; 50 plastic-coated activity cards, waxcrayons; a general Teacher's Guide; a separate Teacher's Guide for each component, $170.00. Individual components are available separately.

Intended for students in grades kindergarten through three, *The Lollipop Dragon: World of Work Learning Module* is an acitvity-oriented, supplementary program designed to reinforce academic learning by showing the relationship between the world of learning and the world of work. The preface states that the goal of career education should be to give students the opportunity to discover and develop their interests as they learn about careers and the world of work. so that future decisions about their life's work will be deliberate rather than accidental. After working through this module it is hoped that, among other things, students will be able to identify various occupations, recognize the importance of all jobs, demonstrate an awareness of the effects of change on the world of work, understand that many workers are needed to meet the needs of a community, and recognize the difference between goods and services.

The program focuses on the Lollipop Dragon, the royal family, and the workers of Tum Tum. The first filmstrip, *The Workers of Tum Tum*, shows that every person has a job to do. In *The Lollipop Factory* students learn that many workers, each doing their own job, are needed to produce a product. *Building a New Clubhouse* demonstrates that careful planning and completion of tasks are necessary to get a job done well.

In the fourth filmstrip, *Trading Jobs in Tum Tum,* workers become tired of their jobs and decide to switch, with disastrous results. This filmstrip emphasizes the importance of education and training. *Making Dragon Cookies* illustrates that working together successfully requires each person to do his or her job. The last filmstrip, *Changing World of Work in Tum Tum,* shows that as societal needs change, jobs must change as well. This is illustrated when car buying in Tum Tum becomes a trend as a result of the King getting a car. The switch from horses to cars for transportation causes many job changes. Major concepts, introduced through the six filmstrips are reinforced in the other components which actively involve the students. In the community mural activities, students match workers with their environments and learn how to conduct a simple interview. The *Dragon's Games* are designed to acquaint students with a variety of modern workers. These are matching games in which students match workers, tools, and products. In the *Lollipop Hop,* a game similar to hopscotch, students choose places to get certain goods and services. The 50 activity cards, intended for individual, group, or class activities, include role play, making Lollipop coins for the Tum Tum Shop, baking, art activities, music activities, and building projects. The entire module could be used to supplement primary social studies classes, as basic economic concepts, community awareness, and the importance of individuals are emphasized. The filmstrip runs from approximately eight to 15 minutes and other activities range from ten minutes to an hour. Depending on how often the program is used and on how many activities are selected, the program could supplement a quarter, semester, or a year-long course of study. The materials have not been formally field tested; however, the program received a favorable review in *Booklist*.

MAKING SENSE OF OUR LIVES

Descriptive Characteristics

Grade Level

____ K-3

____ 4-6

_X_ 7-9

_X_ 10-12

Time

____ Curriculum (2 or more years)

____ Course (one year)

____ Semester (half year)

____ Minicourse (6-9 weeks)

____ Unit (1-3 weeks)

_X_ Supplementary

____ Other: ____________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings

_S_ Worksheets

____ Films

____ Filmstrips

_S_ Records or tapes

_S_ Charts or posters

____ Transparencies

_T_ Teacher's Guide

____ Tests

____ Other: ____________

Substantive Characteristics

Major Content Emphasis

____ Career Education

_X_ Social Studies

_X_ Other: **Values education**

Social Studies Disciplines

____ Anthropology

____ Economics

____ Geography

____ History

____ Political science

____ Psychology

____ Social psychology

____ Sociology

_X_ Interdisciplinary

____ Multidisciplinary

Career Education Elements

_X_ Attitudes, appreciations, and values

____ Career awareness

_X_ Decision making

____ Economic awareness

_X_ Education awareness

_X_ Self-awareness

_X_ Skill development

Career Clusters

____ Major emphasis

____ Minor emphasis

_X_ Not mentioned

Pedagogical Characteristics

Student Activities

_X_ Reading

_X_ Writing

____ Questioning

____ Problem solving

_X_ Discussion

_X_ Valuing activities

____ Role play

____ Simulation

____ Research

____ Interviews

____ Community activities

____ Field trips

____ Work experience

____ Other: ____________

Title: MAKING SENSE OF OUR LIVES

Author: Merrill Harmin

Publisher: Argus Communications
7440 Natchez Avenue
Nules, Illinois 60648

Date: 1974

Grade Level: 7-12

Materials and Cost: 74 Value sheets: Option I--one spirit master of one value sheet, one poster, and one teacher suggestion sheet, $1.00; Option II--one pad of 35 copies of one value sheet, one poster, and one teacher suggestion sheet, $1.50; 10 percent discount available with purchase of 50 or more value sheet sets, either option. Three value cassettes, each accompanied by spirit master of student activity and teacher suggestion sheet, $8.00 each; $22.00 for all three. Fifteen color process posters, 22" x 34", $15.00 per set.

Making Sense of Our Lives is a collection of value clarification exercises which have been designed to supplement ongoing secondary programs. No explicit rationale statement is provided; however, it is obvious that the author hopes to provide opportunities for students to clarify their values and discover meaning in their lives. The materials are intended for use by all students and although there is a considerable amount of reading involved, the program should not be difficult for students in grades seven through 12. The objectives of *Making Sense of Our Lives* include helping students become more aware of their own strengths and potential, set realistic goals, establish lifestyles, express themselves, deal with success and failure, share ideas, be more respectful of the feelings of others, and "more understanding of the complexities of real life problems."

There are 74 value sheets and three value cassettes, most of which could be related to career education. The subjects of the value sheets include problems dealing with prisons, race, old age, the future, careers, women's studies, political science, feelings, friendship, self-confidence, and values. The cassette programs deal with dilemmas ranging from hunger to personal relations and conflict resolution. One lesson, entitled "Parents' High Hopes," poses the problem of parental expectations. The student begins the lesson by reading the story of how John is constantly reminded by his father of the high hopes he has for him. Then students are asked to complete four activities in which they compare their own parents' expectations to those of John's father and their own feelings to John's feelings. After sharing thoughts with a small group, students join in a full-class discussion. As a follow-up activity, the student is asked to write a serious or funny play about parents who pressure a child to become a doctor. Teaching procedures for each of the value sheets follow a similar format and most take approximately one class period to complete. Students first respond to a problem individually. This is followed by a small-group activity and, then by a large group discussion. The teacher's suggestion sheets include concepts to be clarified, related subjects, a possible sequence for the lesson, and a guide for discussion.

The program does not lend itself to student evaluation. There is opportunity for some cognitive and skill development. The major concern, however, is with students' learning to understand themselves and others better. All of the activities were used in classrooms by the author before publication. This was not a systematic field test so results from this effort are not available.

MAKING THE MOST OF YOUR TALENTS

Descriptive Characteristics

Grade Level

___ K-3
___ 4-6
x 7-9
x 10-12

Time

___ Curriculum (2 or more years)
___ Course (one year)
___ Semester (half year)
___ Minicourse (6-9 weeks)
x Unit (1-3 weeks)
x Supplementary
___ Other: ___

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

___ Readings
___ Worksheets
___ Films
S Filmstrips
S Records or tapes
___ Charts or posters
___ Transparencies
T Teacher's Guide
___ Tests
___ Other: ___

Substantive Characteristics

Major Content Emphasis

x Career Education
___ Social Studies
___ Other: ___

Social Studies Disciplines

___ Anthropology
___ Economics
___ Geography
___ History
___ Political science
x Psychology
x Social psychology
___ Sociology
___ Interdisciplinary
___ Multidisciplinary

Career Education Elements

x Attitudes, appreciations, and values
x Career awareness
x Decision making
x Economic awareness
x Education awareness
x Self-awareness
x Skill development

Career Clusters

___ Major emphasis
___ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

___ Reading
x Writing
X Questioning
___ Problem solving
X Discussion
X Valuing activities
___ Role play
___ Simulation
X Research
X Interviews
___ Community activities
___ Field trips
___ Work experience
X Other: Talent show, guest speakers

Title: MAKING THE MOST OF YOUR TALENTS

Author: Peter Kassan

Publisher: Guidance Associates
757 Third Avenue
New York, New York 10017

Date: 1975

Grade Level: 7-12

Materials and Cost: Three color filmstrips with cassettes; Teacher's Guide, 61 pp., paperbound, $64.50.

Making the Most of Your Talents, a three-part sound filmstrip program for secondary students, was produced with the conviction that a sense of competence and a strong interest in a particular activity can enhance and vitalize the lives of individuals. In the rationale, the authors state that becoming aware, developing, and finding ways to express one's interests, abilities, or talents, are essential steps in adolescent development. Specifically, the filmstrips are designed to encourage students to "explore what talent means to them, the place it may have in their lives, and the ways they can begin to develop it in the directions that seem most attractive to them." Program objectives include the following: (1) understanding that everyone has talents which can be developed; (2) realizing that discovering and developing talents increases self-knowledge, self-confidence, and feelings of self-worth; (3) understanding that a talent may not be immediately apparent and may take dedication and work to develop; (4) learning to cope with the anxieties, frustrations, and failures that often accompany training or apprenticeship; (5) understanding the need for realistic self-evaluation, and, (6) becoming aware of the variety of talents needed in any given field.

The three filmstrips focus primarily on five people - a professional race car driver, a doctoral student in marine biology, an amateur golfer, a professional dancer who is teaching dance, and a craftsman. Students learn how each discovered and developed his or her own particular talent, and the place that talent holds in relation to other life commitments. Part one, *Discovering Talent* explains that *talent* is a very difficult concept to define and offers several alternative definitions. The filmstrip proceeds to explore ways in which various people, including the five mentioned above, have discovered their talents. In the second part, *Developing Talent*, the same five individuals discuss the discipline their talents require, the special tools used and skills they have had to master, as well as the satisfactions and frustrations that developing their particular talent has brought them. In this part, they also talk about their goals and how they evaluate their progress. The last filmstrip, *Striking a Balance*, deals with compromises. All five persons discuss their commitment to their talent and the ways in which they have resolved conflicts between time devoted to their talent and other things in life which they value. Three class periods should be allowed for viewing and discussing the filmstrips. Additional time will be required for the other activities, which involve students in self-awareness activities, research, interviewing, writing, a talent show, and even trying out new talents. Students might write about people, events, or other factors which have influenced them in pursuing and developing talents or interests, or they might like to keep a journal of their progress in developing a particular talent or interest. It is also suggested that persons whose talents and careers have merged, as well as persons who have separate talents and careers be invited to speak to the class. *Making the Most of Your Talents* could be used in a language arts class or a psychology or social psychology class where students are studying personality types, self-actualization, or self-awareness.

The program has not been field tested in classroom situations; however, *Making the Most of Your Talents* received an Honorable Mention Award in 1976 from the National Vocational Guidance Association.

MANPOWER AND ECONOMIC EDUCATION: A PERSONAL AND SOCIAL APPROACH TO CAREER EDUCATION

Descriptive Characteristics

Grade Level

____ K-3
____ 4-6
8,9 7-9
X 10-12

Time

____ Curriculum (2 or more years)
____ Course (one year)
X Semester (half year)
X Minicourse (6-9 weeks)
X Unit (1-3 weeks)
X Supplementary
____ Other: ____________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
E Worksheets
____ Films
____ Filmstrips
____ Records or tapes
____ Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
____ Other: ____________

Substantive Characteristics

Major Content Emphasis

X Career Education
X Social Studies
____ Other: ____________

Social Studies Disciplines

____ Anthropology
X Economics
____ Geography
____ History
____ Political science
X Psychology
____ Social psychology
X Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
____ Career awareness
X Decision making
____ Economic awareness
____ Education awareness
X Self-awareness
X Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
X Writing
X Questioning
X Problem solving
____ Discussion
____ Valuing activities
X Role play
____ Simulation
X Research
X Interviews
X Community activities
X Field trips
____ Work experience
X Other: Surveys, guest speakers, debates

Title: MANPOWER AND ECONOMIC EDUCATION: A PERSONAL AND SOCIAL APPROACH TO CAREER EDUCATION

Authors: Robert L. Darcy, Colorado State University, and
Phillip E. Powell, Arkansas Department of Education

Publisher: Love Publishing Company
6635 East Villanova Place
Denver, Colorado 80222

Date: 1973

Grade Level: 8-12

Materials and Cost: Student text, 380 pp., hardbound, $6.00; Teacher's Guide, 72 pp., paperbound, $2.00 or free with text adoption.

Manpower and Economic Education, a semester course that combines economics and career education concepts, consists of a student text and a Teacher's Guide which have been used successfully in both junior and senior high schools. The authors of the program feel that young people can do a better job of preparing for the future and for full participation in the economic life of our society if they have an opportunity to learn more about our changing economy and the increasing importance of human resources. Thus, the authors hope to increase student awareness of significant economic and social forces in society and "to stimulate inquiry, discussion, and discovery." Other broad objectives include: (1) orienting students to the world of work as it will be in the future, (2) developing in students an understanding of the importance of continuing education in meeting new social and economic demands, (3) helping young people understand the economic process, (4) helping them understand and define the role that work plays in the lives of others and the role it can play in their own lives, and (5) helping them realize the personal satisfaction and self-fulfillment that can come from work. At the beginning of each lesson in the text, key ideas and relevant concepts are noted. Lesson objectives are often stated here as well. For example, in one lesson students read the following in the introduction: "A brief overview of the changes taking place in the working lives of women and the myths about women workers will help young women and young men understand how the work role of women is changing and how these changes are influencing personal, social, and economic lifestyles." Objectives are also occasionally mentioned in the teacher's introduction.

The 72 lessons, divided into six units, involve students in economic and occupational exploration by focusing on changes and the problems and opportunities created by these changes. Unit One, "The Individual and the Nature of Work," examines the concept of work in terms of self-concept, mental health, value conflicts, personal integrity, the price of success, job satisfaction, and injustices as well as justices in personal relations. In Unit Two, "The Economic World: An Important Part of Our Social Environment," the lessons focus on economics, the interdependence of careers, and social problem solving. Employment and unemployment, the market for jobs, employer expectations, the relationship of population growth to future employment problems, and collective bargaining are dealt with in "The Manpower Market," Unit Three. In "Career Opportunities in the American Economy," students explore the changing role of women, the role of geography in employment, and job classification. Decision making and its relationship to educational and career planning, values, and self-concept is the focus of Unit Five, "Rational Decision Making, Values and Career Planning." The last unit, "Technology, Skills and Investment in Education," explores the future in terms of technology, change, and education as a continuing process. Case studies are used extensively throughout the book, adding a dimension of humanism and bringing value issues into focus. Selected units or lessons may be used independently or as a supplement to another course. Most lessons can be completed in one class session. Each consists of a statement describing the relevance of the lesson and key concepts; five or six pages of main text which include descriptive and analytical information, statistical data, and case studies; and a summary paragraph. In the accompanying Teacher's Guide, discussion questions and activities, such as, role play, written work, interviews, research projects, debates, or suggestions for class visitors are suggested to supplement the lessons. The Teacher's Guide also includes appendices which provide information on testing knowledge and surveying attitudes, further readings, field test information, and a list of economic education councils.

Appendix B consists of a test of student knowledge of concepts to be used prior to and upon completion of the course. A survey of career and economic attitudes is included as Appendix C. Students respond to statements similar to the following: "'Taking it easy' on the job is all right as long as you don't get caught by the boss" by expressing reactions on a continuum from strongly agree to strongly disagree. Lessons were field tested with eighth- through tenth-grade classes in three cities in Ohio and Arkansas. In one school where students took the pre- and posttest on understanding concepts, a gain of 46.7 percent in mean test score was recorded compared to a gain of 6.0 percent for the control group. On the attitude survey responses on 21 of the 62 statements were changed, as opposed to 11 changed in the control group. Results are summarized in Appendix D and are reported in detail in *Manpower Education in a Growing Economy* by Robert L. Darcy and Phillip E. Powell (Athens: Ohio University, College of Business Administration, 1968).

MUSICAL MOTIVATORS SERIES

Descriptive Characteristics

Grade Level

X K-3
X 4-6
____ 7-9
____ 10-12

Time

____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
X Supplementary
____ Other:

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
____ Worksheets
____ Films
____ Filmstrips
S Records or tapes
S,T Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
S Other: Song lyric masters, song book, games, buttons

Substantive Characteristics

Major Content Emphasis

____ Career Education
X Social Studies
X Other: Values education, language arts

Social Studies Disciplines

____ Anthropology
X Economics
____ Geography
X History
X Political science
____ Psychology
X Social psychology
X Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

____ Reading
X Writing
X Questioning
X Problem solving
____ Discussion
____ Valuing activities
X Role play
____ Simulation
____ Research
X Interviews
X Community activities
X Field trips
____ Work experience
X Other: G[illegible], music activities, art activities

Series:	MUSICAL MOTIVATORS SERIES
Authors:	Bernice Medinnis, Helen Fielstra, and Yvonne Davis
Publisher:	Listener Educational Enterprises 6777 Hollywood Boulevard Hollywood, California 90028
Dates:	1973, 1974
Grade Level:	K-6
Materials and Cost:	*It's O.K. To Be Me:* ten cassettes; 19 song lyric masters; songbook by Karen Behnke and Nancie Mantz, 40 pp., paperbound; Teacher's Guide, 67 pp., paperbound; ten posters; 24 *It's O.K. To Be Me* buttons, $105.00. *We Stand Together*: 14 cassettes; 14 song lyric masters; songbook by Karen Behnke, 39 pp., paperbound; Teacher's Guide, 71 pp., paperbound; game board; game cards, and other game parts. $159.95.

The *Musical Motivators Series*, a two-part, supplementary multimedia program, includes *It's O.K. To Be Me*, intended primarily for students in kindergarten through third grade, and *We Stand Together*, intended for upper elementary and possibly junior high students. In the primary grades, the materials focus on self-awareness, encouraging children to recognize and develop their own personalities. A healthy self-concept is a goal of the upper elementary series as well. However, these materials focus more on the importance of the individual in society by encouraging students to become productive, participating members. Other goals include: increased awareness of attitudes, abilities, and values; increased economic and career awareness; the development of the ability to get along with others; and the development of skills such as valuing and decision-making skills, critical thinking skills, language and communication skills, and even some musical skills. Each unit is designed to accomplish a specific objective. For example, a unit on individual differences in *It's O.K. To Be Me* intends "to help the child develop and have confidence in his individual taste and preferences, and to help him avoid being a victim of fadism." An objective from a unit in *We Stand Together* reflects the broader social view of this program, intending "to help the child understand that specialization increases the interdependency of society."

It's O.K. To Be Me, composed of 20 units intended to supplement language arts or social studies courses, focuses on self-awareness, values and attitudes, and on relating to others. Specific topics include individual uniqueness, health and safety, personal responsibility for the environment, manners, fears and other emotions, coping, group responsibilities, decision making, values, senses, physical needs, and self-expression. The 15 units in *We Stand Together* also deal with values, attitudes, and human relations, but focus more on the individual's place in society. Designed specifically to supplement social studies classes, topics include: the need for government and laws; human dependency and interdependency for economic survival; human organization and specialization; human differences in strengths, talents, and values; the future and how we influence it; environmental problems; and, decision making. Two games with a particularly strong career awareness emphasis are included. The first is a card game called *Occupations* which emphasizes the wide variety of available careers and how one relates to another. The second game, *Survival*, is a board game illustrating how members of society must depend on other members for survival. Music is an integral part of both programs with songs reflecting the major concepts of each unit. Recordings include both vocal and instrumental versions and students are encouraged to sing along. Units are divided into four phases. The first phase, "Introducing the Concepts," often includes discussion, open-ended stories, poster activities, or puppet shows. "Focusing the Concepts Through Music," the second phase, introduces the songs to the students. The third and fourth phases, "Learning the Concepts Through Creative Activities" and "Reinforcing the Concepts," include many involvement activities. These include role play, creative writing, problem solving, valuing activities, games, surveys, making tape recordings, and field trips. Many units also include an activity called "Adult-Child Interaction" in which students conduct interviews or have discussions with their parents or other adults. The authors feel that a rigid time schedule is "undesirable and inappropriate." Each unit does, however, require a minimum of one week to complete so that students have time to comprehend the various concepts. In many cases, the teacher may find it necessary to spend several weeks on a unit, depending on the needs and interests of the students. Suggested activities, again intended to supplement basic course work, may range from five or ten minutes to a full hour session.

According to the publishers, these materials were tested in certain California classrooms during developmental stages, and revised prior to publication. In addition, the Teacher's Guides include an evaluation form to be filled out by the teacher and sent to the publisher upon completion of the program. Few of these forms have been returned; however, informal user feedback has been very favorable.

OUR WORKING WORLD

Descriptive Characteristics

Grade Level

1 K-3
X 4-6
____ 7-9
____ 10-12

Time

X Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
____ Supplementary
____ Other: ____________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
S Worksheets
____ Films
S Filmstrips
S Records or tapes
____ Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
T Other: Rationale book

Substantive Characteristics

Major Content Emphasis

____ Career Education
X Social Studies
____ Other: ____________________

Social Studies Disciplines

____ Anthropology
____ Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
____ Interdisciplinary
X Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
____ Economic awareness
____ Education awareness
____ Self-awareness
X Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
X Writing
X Questioning
X Problem solving
X Discussion
____ Valuing activities
X Role play
____ Simulation
X Research
____ Interviews
X Community activities
____ Field trips
____ Work experience
____ Other: ____________________

Title: OUR WORKING WORLD

Director: Lawrence Senesh, University of Colorado

Publisher: Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Date: 1973

Grade Level: 1-6

Materials and Cost: Student texts for six levels, hardbound from $4.20 to $7.75; student problems books, paperback, $7.14; set of three records and scriptbook, Level 1, $18.00, Level 2, $18.00; set of five cassettes and scriptbook, Level 1, $30.00, Level 2, $30.00; set of 12 filmstrips and six records or cassettes and scriptbook for Level 3, $162.00 and $170.00; Social Science Satellite Kits for levels 4, 5, and 6, $75.00 each; spirit master review questions for each level, from $8.50 to $13.90; Teacher's Guides for each level, paperbound, $8.40; teacher's edition's of student problems books, paperbound, $1.14 each; Rationale Book, *New Paths in Social Science Curriculum Design*, 59 pp., paperbound, $2.30.

Our Working World is a multidisciplinary elementary social science curriculum designed to help students think about the complex social milieu in which they live. According to the developer, "social science education has an increasingly vital responsibility. It must prepare young people today for a tomorrow that cannot be foreseen." To achieve this goal, a strong career education focus, which has as its purpose helping students move toward careers that are in harmony with their total lives, has been integrated into the content. A number of fundamental ideas underlie and structure the career education activities which are included: (1) "occupational choice is one of the most important decisions in an individual's life," (2) occupational choices are strongly influenced by the economic, political, and social environment, (3) occupational choice is influenced by personal, individual factors, (4) "occupational choices are qualified or moderated by changes in time and space," (5) occupational choices are influenced by stress, (6) "factors that moderate occupational choices may result in harmony or conflict between anticipation and realization," and, (7) dissonance between anticipation and realization may lead to reassessment and a change in occupation. Specific rationales and objectives are provided for each grade level.

The content of the program is organized around four broad themes--systems analysis, research (the community as a laboratory), space and time, and career development. In *Families*, one of the significant ideas dealt with is individuals at work. In grade two, *Neighborhoods*, students learn about various kinds of neighborhoods; the political, legal, economic, and social organization of neighborhoods; the kinds of people in the neighborhood; and the roles they play. In *Cities*, the focus is on the nature of a city, people and the city, a historical and geographical look at cities, and problems of cities. The fourth-, fifth-, and sixth-grade materials, *Regions of the United States, The American Way of Life*, and *Regions of the World* all deal with careers and career opportunities in various contexts. A key question--"How will we live in the future?"--cuts across each grade level. The Teacher's Resource Guides provide ample information about ways to organize the course. The guides include a statement of purpose for each unit, discussion of unit activities, suggestions for evaluation, and ideas for activities. The guides also contain instructions for teaching each chapter within a unit.

In addition to suggestions for evaluation which are included in the Teacher's Guides, spirit master review questions which can be used as tests or course evaluation are considered an integral component of the program. Many parts of the materials were field tested in the Elkhart, Indiana public schools. Information on results can be obtained from the publishers.

PEOPLE AT WORK

Descriptive Characteristics

Grade Level
____ K-3
X 4-6
X 7-9
____ 10-12

Time
____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
X Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
X Supplementary
X Other: Thirty 3-6 week units designed for up to five years instruction

Materials
Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
S,T Worksheets
____ Films
S Filmstrips
____ Records or tapes
____ Charts or posters
____ Transparencies
T Teacher's Guide
E Tests
____ Other: ____

Substantive Characteristics

Major Content Emphasis
X Career Education
____ Social Studies
____ Other: ____

Social Studies Disciplines
____ Anthropology
X Economics
X Geography
X History
X Political science
X Psychology
____ Social psychology
X Sociology
X Interdisciplinary
X Multidisciplinary

Career Education Elements
X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters
____ Major emphasis
X Minor emphasis
____ Not mentioned

Pedagogical Characteristics

Student Activities
X Reading
X Writing
X Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
____ Simulation
X Research
X Interviews
X Community activities
X Field trips
____ Work experience
X Other: Guest speakers, newspaper activities, photographic essay, art projects, math activities, science activities, oral reports, map work, vocabulary activities

Series: PEOPLE AT WORK

Developers: The Associated Press and Pathescope Educational Films, Inc.

Publisher: Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, New York 10802

Date: 1975

Grade Levels: 4-8

Materials and Cost: 30 titles (six of which are included in this analysis): each includes one color filmstrip, one record or cassette, ten spirit masters, and one Teacher's Guide. $25.00 per title.

Six of the 30 filmstrip programs in the *People at Work* series, the purpose of which is career awareness, will be discussed in this analysis. The filmstrips were designed to help children in grades four through six understand our society in terms of the work people do and the way different jobs meet various needs of society. The basic underlying philosophy of the program is that all work has value and meaning, that work can give people a sense of dignity and worth as well as provide a purpose in life, and that work is a necessary means for individuals to provide themselves with their basic needs. Objectives for each program in the series include becoming aware of and demonstrating an understanding of "the human needs that give rise to the field of work and the manner in which those needs are fulfilled," and "the rewards and benefits received by the individual and society." Skill development is also an important part of the program. Activities accompanying the filmstrips are intended to develop numerical, communication, information processing, decision-making, manual-perceptual, and interpersonal skills.

The six filmstrips analyzed include *Covering the News, Enforcing the Law, Farming, Helping People Solve Problems, New Horizons for Women,* and *Preserving the Environment*. Each discusses societal needs for particular jobs; what workers help fulfill these needs and what they do to fulfill the needs; historical events, developments, and famous persons in the field; personal characteristics, values, attitudes, and abilities as well as education or training required for the job; and the importance of and the need for the job in the future. An effort has been made to include women and minorities in the filmstrips. However, except for *New Horizons for Women*, there are only one or two women portrayed in each filmstrip and the language tends to be sexist. As long as teachers are aware of this, the problem can easily be overcome. The filmstrips are interesting and could be viewed independently. In addition, the suggested activities are very worthwhile and enhance the program considerably. The activities are correlated to existing subject areas making infusion a rather simple process. For example, in *Preserving the Environment* activities relate to environmental education, physical geography, urban studies, and science. Students are involved in preparing a photographic essay, designing parks, making maps, visiting the local waterworks, participating in a neighborhood cleanup and recycling project, and in various research projects and science experiments. In the other filmstrips, there are activities which correlate with American history, sociology, economics, current events, communications, language arts, math, and art. Conceivably, each filmstrip unit could take from three to six weeks. This would include one or two sessions for preparation activities, viewing, and follow-up activities. A second viewing is recommended, as discussion questions are geared to particular frames, and the six or seven other activities suggested can take anywhere from one class session to the entire school year as on-going projects. There are also nine worksheets with various written activities in which students become acquainted with facts as well as the problems and tasks of particular workers. Some of these could be completed in a study period or at home but all should be discussed in class.

The tenth spirit master in each set is a unit review designed for student evaluation. This consists primarily of objective questions based on the filmstrips. Usually there are also one or two essay questions. No formal field testing of the series has been conducted in classroom situations. During the developmental stages, the original concepts were discussed with classroom teachers and curriculum directors. The first few units completed were tried out in various classrooms, with the results influencing the production of the remainder of the series. Several of the *People at Work* filmstrips have also been favorably reviewed in *The Booklist*.

PEOPLE/CHOICES/DECISIONS

Descriptive Characteristics

Grade Level

____ K-3
__X__ 4-6
____ 7-9
____ 10-12

Time

____ Curriculum (2 or more years)
____ Course (one year)
__X__ Semester (half year)
__X__ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
____ Supplementary
____ Other: ____________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

__S__ Readings
__S__ Worksheets
____ Films
__S__ Filmstrips
__S__ Records or tapes
____ Charts or posters
____ Transparencies
__T__ Teacher's Guide
____ Tests
____ Other: ____________________

Substantive Characteristics

Major Content Emphasis

____ Career Education
__X__ Social Studies
____ Other: ____________________

Social Studies Disciplines

__X__ Anthropology
__X__ Economics
__X__ Geography
__X__ History
__X__ Political science
____ Psychology
____ Social psychology
__X__ Sociology
__X__ Interdisciplinary
____ Multidisciplinary

Career Education Elements

__X__ Attitudes, appreciations, and values
____ Career awareness
__X__ Decision making
__X__ Economic awareness
____ Education awareness
__X__ Self-awareness
__X__ Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
__X__ Not mentioned

Pedagogical Characteristics

Student Activities

__X__ Reading
__X__ Writing
__X__ Questioning
__X__ Problem solving
__X__ Discussion
__X__ Valuing activities
__X__ Role play
__X__ Simulation
____ Research
____ Interviews
____ Community activities
____ Field trips
____ Work experience
____ Other: ____________________

Title: PEOPLE/CHOICES/DECISIONS

Developers: Harold Berlak, Washington University, Timothy R. Tomlinson, Washington University

Publisher: Random House, Inc.
201 East 50th Street
New York, New York 10022

Date: 1975

Grade Levels: 4-6

Materials and Cost: Audio-visual kit containing one student text, one activity book, four filmstrips, cassettes or records, and one Teacher's Guide, $69.75 (with records); $75.00 (with cassettes) per title.

People/Choices/Decisions is an interdisciplinary, multimedia social studies series designed for students in grades four through six. Only three units in the series are presently available, "A Village Family," "One City Neighborhood," and "Changing Neighborhoods." When completed, the series will consist of 12 units which will comprise a three-year social studies program. The authors believe that change and the tensions, anxieties, and conflicts that result from change constitute a major and vital part of every person's life experiences. Thus, they have developed a program designed to increase "children's awareness as well as their ability to understand and think about change in their immediate environments and in society." In order to achieve this goal the program has a threefold emphasis: "1) to give children an understanding of the problems people face through in-depth humanistic case studies, 2) to provide the basis for developing an understanding of key social science concepts; and 3) to enable students to translate information and insights into strategies for dealing with change." Specific objectives are stated for each of the individual lessons that make up a unit.

All of the units focus on decision making and the decision-making process, one of the career education elements. Two of the units, "A Village Family" and "Changing Neighborhoods," include content that emphasizes career decisions. "A Village Family" presents a case history of a Mexican family that moves from a rural environment to an urban setting in Mexico City. After examining the problems related to making the decision to move, the unit focuses on such problems as where to live, when to move, and how to earn a living. "Changing Neighborhoods" deals with the changes and problems a Black family faces in deciding to move from a rundown neighborhood to better housing and facilities in a suburban area. A promotion in the firm where the father of the family works provides the opportunity for the move. The potential for changing one's lifestyle that often accompanies a promotion and move are among the ideas that students examine. The Teacher's Guides for *People/Choices/Decisions* provide directions for implementing each lesson, but the directions are flexible and can be easily modified. Included among many suggested teaching strategies are inquiry exercises, role play, and simulations; directed discussion is the most frequently suggested procedure. Throughout the unit, the authors stress the development of thinking skills such as inferring, classifying, interpreting, and predicting.

The program provides no formal evaluation exercises. Rather, teachers are encouraged to evaluate continually and keep anecdotal records of the students' progress through general observation, feedback from written work, class discussion, and role play. It is suggested that this evaluation be consistent with the specific lesson goals. The units in *People/Choices/Decisions* were developed over a seven-year period. During this time, extensive field testing was conducted, the materials were revised, and in many cases rewritten and tested again, on the basis of student and teacher feedback. Three findings are noteworthy: (1) by using the material students became more knowledgeable and positive about ethnic groups; (2) through role-play situations, students were able to identify with characters and to play out the lifestyles of various people; and, (3) students tended to interact more when using these materials than when using other social studies materials.

PEOPLE OF THE FOREST: A STUDY IN HUMAN VALUES

Descriptive Characteristics

Grade Level

____ K-3
X 4-6
____ 7-9
____ 10-12

Time

____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
X Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
X Supplementary
____ Other: ____

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
____ Worksheets
____ Films
S Filmstrips
S Records or tapes
S Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
S Other: Activity cards, games

Substantive Characteristics

Major Content Emphasis

____ Career Education
X Social Studies
____ Other: ____

Social Studies Disciplines

X Anthropology
X Economics
X Geography
X History
X Political science
____ Psychology
____ Social psychology
X Sociology
X Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

____ Reading
X Writing
____ Questioning
X Problem solving
____ Discussion
X Valuing activities
X Role play
X Simulation
____ Research
____ Interviews
____ Community activities
X Field trips
____ Work experience
X Other: Games, art activities, debates, nature activities, measuring activities

Title: PEOPLE OF THE FOREST: A STUDY IN HUMAN VALUES

Director: Judith Conaway

Publisher: Society for Visual Education, Inc.
Singer Educational Division
1345 Diversey Parkway
Chicago, Illinois 60614

Date: 1975

Grade Level: 4-6

Materials and Cost: Six filmstrips with cassettes, three 2-sided cassettes, 80 activity cards, two laminated murals, two games, Teacher's Guide, and separate Teacher's Guides for each component, $175.00. Each component may also be purchased separately.

People of the Forest is a supplementary program for intermediate students, which is designed to stimulate the development of personal values. The developers state that it is only when individuals have a strong sense of self and understanding of personal values that they can grow into thinking adults "capable of making the vital decisions necessary for survival on this planet." The program involves students actively in an imaginary society of the Forest People. Through this active participation, it is hoped that students "will gain insights into some of the factors that make all societies operate," and will show an increase in interest and involvement in the regular social studies curriculum. Specific program objectives focus on student understanding of the following concepts: basic needs, tools, division of labor, education, change, cooperation and interdependence, and competition and conflict. One objective, for example, is "students should be able to compare how the Forest People meet their needs with how people in modern communities meet their needs." Although the career awareness element of these materials is limited, career education objectives dealing with self-awareness, values, decision-making skills, economic awareness, and educational awareness form an important part of the program. It is necessary, for instance, for students to recognize that different jobs have different responsibilities and to discuss and speculate about the effects of technological change.

People of the Forest involves students in the life of an imaginary North American tribe 10,000 years ago. The Forest People do, in fact, resemble primitive tribes of this continent who lived as cave-dwelling hunters and gatherers, following the elk from their winter and summer camps. Program components present basic information about the imaginary tribe to the students, who then begin actively participating in tribal life, making decisions, acting out conflicts, and even inventing myths, legends, and customs. The six sound filmstrips introduce students to the Forest People and present the major concepts of the module. "Squirrel Hunter's Tales," six open-ended conflict situations recorded on cassettes, represent value conflicts within the tribe and are not unlike conflicts experienced by many in our own society. These are intended for role play and discussion. The *Survival* game, for two to four players, focuses on tools and natural resources, as well as basic needs. In this game, the economic concept of trade is introduced at a very basic level. The 80 activity cards, designed for use with individuals or small groups, introduce skills that would have been needed by primitive tribes such as the Forest People. The cards suggest social studies projects, language arts projects, crafts projects, games, nature activities, food activities, and measuring and calendar-making activities. In *Migration*, a decision-making game, one team of five students simulates the moving of the tribe from the winter to the summer camp. The object is to make the journey in as few *days* as possible while manipulating the supply of food, water, and wood. Two laminated murals upon which students make drawings with special crayons constitute the "Cave of the Elk Spirits." These *caves* are used in conjunction with many of the other activities. Concepts from anthropology, geography, economics, sociology, and political science are introduced throughout the program, making the materials adaptable to many social studies programs. Career elements are an integral part of the materials as well. Teachers wishing to infuse a greater degree of career awareness into the program can do so by introducing a comparison study of the local community in conjunction with *People of the Forest*, focusing on basic needs, tools, division of labor, education, effects of change, interdependence, and conflict. The program requires 25 class sessions. It is recommended that these be spread out over a period of time as a supplement to the existing social studies program.

The Teacher's Guide suggests three methods for evaluating students in terms of the program objectives. These are: (1) through class discussion, (2) through observing student interactions, and (3) through observing student interest and motivation. Although a field evaluation of some of the components has been conducted, the program as a whole has not been formally field tested. However, the program has received a favorable review by the *Booklist*.

PEOPLE WHO NEED PEOPLE: A CAREER EDUCATION PROJECT

Descriptive Characteristics

Grade Level
2-3 K-3
____ 4-6
____ 7-9
____ 10-12

Time
____ Curriculum (2 or more years)
X Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
____ Supplementary
____ Other: ____________

Materials
Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
____ Worksheets
____ Films
____ Filmstrips
____ Records or tapes
S,T Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
____ Other: ____________

Substantive Characteristics

Major Content Emphasis
X Career Education
X Social Studies
____ Other: ____________

Social Studies Disciplines
____ Anthropology
____ Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
X Interdisciplinary
____ Multidisciplinary

Career Education Elements
x Attitudes, appreciations, and values
x Career awareness
x Decision making
x Economic awareness
____ Education awareness
____ Self-awareness
____ Skill development

Career Clusters
____ Major emphasis
____ Minor emphasis
x Not mentioned

Pedagogical Characteristics

Student Activities
X Reading
X Writing
X Questioning
____ Problem solving
X Discussion
X Valuing activities
X Role play
____ Simulation
____ Research
____ Interviews
____ Community activities
____ Field trips
____ Work experience
____ Other: ____________

Title: PEOPLE WHO NEED PEOPLE: A CAREER EDUCATION PROJECT

Authors: Ann Bresnick and Ellen Markel

Publisher: Board of Cooperative Educational Services
Third Supervisory District of Suffolk County
507 Deer Park Road
Dix Hills, New York 11746

Date: 1976

Grade Level: 2-3

Materials and Cost: Kit containing Teacher's Guide, looseleaf; three teacher wall charts, 30 desk-size copies of each wall chart, $15.00.

People Who Need People is a career education/social studies program which focuses on the social nature of man and the need of human beings for one another. "Starting at this central point, the units radiate out toward varied issues, in each case presenting a humanistic view of the self-awareness of others--awareness aspects of a narrated event." A variety of lifestyles and social types who typically inhabit three different kinds of neighborhoods--suburban, urban, and rural--are examined, providing students with both familiar and unfamiliar materials to which to respond. The developers state that "themes common to the three neighborhoods part of the program will help the child gain insight into the truth that although social circumstances vary, the human element remains the same." Among the values that are underscored are the value of man, the importance of constructive rather than destructive behavior, and the beauty of growth, fulfillment, and self-actualization. In general, the developers have tried to design a program in which career education is not treated as a separate subject, women's roles are fairly presented, and children are treated as active learners.

The content of the program is built upon 14 themes, each of which is examined in three different kinds of neighborhoods. These themes are: (1) friendship, (2) pride, (3) responsibility for one's own safety, (4) changing family needs, (5) family mobility, (6) volunteer work, (7) job responsibility, (8) neighborhood pride, (9) job eligibility, (10) cooperation, (11) acceptance, (12) decision making, (13) establishing realistic individual goals, and (14) individuality. The purpose of the three lessons on individuality is "to try to show the children that many times we have to do things because we feel we can do them well no matter what other people think and ... to try to establish the idea that not everyone will always agree with you but you have to have the confidence to defend your feelings." Each lesson is accompanied by a picture illustrating the story that is to be studied. All of the stories focus on the positive aspects of life; there are no negative ideas or attitudes reflected. The Teacher's Guide contains the story that is to be narrated in dialogue form, the major concept, purpose of the lesson, materials required, vocabulary list of key words, discussion questions, and follow-up activities.

No student evaluation is included nor suggested. However, some of the questions which are provided for discussion might be used for this purpose. No formal evaluation has been conducted of *People Who Need People*. The materials were tried out with the two authors' own students, one class representing an upper economic group and one a lower. They have also been reviewed by a career education committee composed of representatives from 18 school districts in Suffolk County, New York.

SCOTT FORESMAN SPECTRA PROGRAM

Descriptive Characteristics

Grade Level

- ____ K-3
- ____ 4-6
- x 7-9
- x 10-12

Time

- x Curriculum (2 or more years)
- ____ Course (one year)
- ____ Semester (half year)
- ____ Minicourse (6-9 weeks)
- ____ Unit (1-3 weeks)
- ____ Supplementary
- ____ Other: ____________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

- S Readings
- ____ Worksheets
- ____ Films
- ____ Filmstrips
- ____ Records or tapes
- ____ Charts or posters
- ____ Transparencies
- T Teacher's Guide
- ____ Tests
- ____ Other: ____________________

Substantive Characteristics

Major Content Emphasis

- ____ Career Education
- X Social Studies
- ____ Other: ____________________

Social Studies Disciplines

- ____ Anthropology
- ____ Economics
- ____ Geography
- X History
- ____ Political science
- ____ Psychology
- ____ Social psychology
- ____ Sociology
- ____ Interdisciplinary
- X Multidisciplinary

Career Education Elements

- X Attitudes, appreciations, and values
- X Career awareness
- X Decision making
- X Economic awareness
- ____ Education awareness
- ____ Self-awareness
- X Skill development

Career Clusters

- ____ Major emphasis
- ____ Minor emphasis
- X Not mentioned

Pedagogical Characteristics

Student Activities

- X Reading
- ____ Writing
- X Questioning
- X Problem solving
- X Discussion
- X Valuing activities
- X Role play
- X Simulation
- ____ Research
- ____ Interviews
- ____ Community activities
- ____ Field trips
- ____ Work experience
- ____ Other: ____________________

Title: SCOTT FORESMAN SPECTRA PROGRAM

Director: Larry Cuban

Publisher: Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Date: 1971-75

Grade Level: 9-11 (7-12)

Materials and Cost: *People and the City:* 16 student texts, $1.08 each; *Teacher Tactics 1, 2, and 3,* $1.35 each; *Teacher Tactics 4* covering all 16 titles, $2.97. *People of the World:* six student texts, $2.64 each; *Teacher Tactics* covering six titles, $4.08. *Promise of America:* five student texts, $2.19 each; *Teacher Tactics,* $2.70.

The *Spectra Program* is comprised of three distinct programs. *People and the City* focuses on urban life; *People of the World* is a culture studies program; and *Promise of America* is an American history series. Each program is designed as the basis of a one-year course for low-achieving high school students. Reading levels range from sixth- through eighth-grade. Selected booklets from each program can, however, be used independently and out of sequence in shorter courses or to supplement existing programs. Each component is intended to motivate and teach "fundamental knowledge." The materials are designed to build on existing student knowledge and experiences; therefore, they are focused on people and situations which can be linked to the students' own background. In addition, a number of features have been incorporated in the materials that are designed to particularly appeal to low-achieving students: colorful visual format; high interest, people-oriented topics; multitexts; and short lessons to provide a sense of closure and feeling of success which accompanies completion. Communication skills and critical thinking abilities are developed by having the students deal with primary source materials and answer questions which include three levels of thinking. The developers state that "students must comprehend the material before they attempt to analyze, and they must analyze it before they attempt to evaluate it and form their own opinions." Specific knowledge and skill objectives are indicated in the Teacher's Guide for each of the lessons.

Each of the 16 titles of *People and the City* deals with an aspect of urban life that is of particular interest to students. Most could be adapted to introduce career education elements. For example, "Moving In," which touches upon reasons why people move to the city, could be expanded to include a comparison of "city" jobs and "rural" jobs and an examination of career opportunities in the city. Other titles such as "Getting Jobs," "Who Needs School," "Struggle for Change," "Needs and Services," and "What About Tomorrow?" would be equally adaptable. The six titles of *People of the World* focus on different culture areas. Within each text is a chapter entitled "Workers" which delves into ways the people in that culture make a living. Two other chapters, "The Setting," which deals with features of the country that influence the lives of the inhabitants, and "Close-Ups of People," which relates accounts of the lifestyles of typical inhabitants could also be expanded by adding career education components. *Promise of America* is a chronologically arranged history of America. Obvious content areas where career education fits are the westward movements, poverty, slavery, industrialization, the Depression, technology, and the future. The Teacher's Guides for each of the programs state the major instructional goals. The suggested methodology is generally the inductive approach. There are three basic kinds of student questions incorporated in the text which are designed to facilitate comprehension, analysis, and evaluation. Map reading, interpreting graphs and charts, organizing data into categories, and recognizing bias are just a few of the skills emphasized. Text items and simulation games as well as other student materials which can be detached and reproduced are included in each of the *Teacher Tactics*.

The intent of the *Spectra Program* is not to teach facts. Rather, students are encouraged to comprehend, analyze, and evaluate. The test items which are included in the Teacher's Guide are designed to reach these higher levels of cognitive development. Individual units in the program were tested in classrooms prior to publication. Revisions which were suggested by teachers were considered by the publisher. No specific data are available.

SELF-FULFILLMENT: BECOMING THE PERSON YOU WANT TO BE

Descriptive Characteristics

Grade Level
____ K-3
____ 4-6
X 7-9
X 10-12

Time
____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
X Unit (1-3 weeks)
X Supplementary
____ Other: ____________

Materials
Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
____ Worksheets
____ Films
____ Filmstrips
S Records or tapes
____ Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
S Other: Slides

Substantive Characteristics

Major Content Emphasis
X Career Education
X Social Studies
____ Other: ____________

Social Studies Disciplines
____ Anthropology
____ Economics
____ Geography
____ History
____ Political science
X Psychology
X Social psychology
____ Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements
X Attitudes, appreciations, and values
X Career awareness
X Decision making
____ Economic awareness
____ Education awareness
X Self-awareness
X Skill development

Career Clusters
____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities
____ Reading
X Writing
X Questioning
X Problem solving
X Discussion
X Valuing activities
____ Role play
____ Simulation
X Research
X Interviews
____ Community activities
X Field trips
____ Work experience
____ Other: ____________

Title: SELF-FULFILLMENT: BECOMING THE PERSON YOU WANT TO BE

Developers: Richard Worth and Judith Shaw

Publisher: The Center for Humanities, Inc.
Two Holland Avenue
White Plains, New York 10603

Date: 1976

Grade Level: 9-12

Materials and Cost: Three slide carousels, 75 to 77 slides each, three cassettes, three records, Teacher's Guide, 56 pp., paperbound, $176.91.

Self-Fulfillment: Becoming the Person You Want To Be is a three-part sound slide program designed to help secondary students "discover careers and leisure activities in which they can develop their creative potentials and achieve self-respect." Part I is designed to help students develop an understanding of various psychological concepts, including Abraham Maslow's five levels of human need; peak experiences; and self-fulfillment through self-esteem, self-knowledge, and creativity. Parts II and III are designed to help students learn about themselves by analyzing the needs and career decisions of others.

The content of the program is well suited to a high school psychology class. The first part explores peak experiences and Maslow's hierarchy of needs--physical needs, safety and security, love and belonging, self-esteem and acceptance, and self-actualization or fulfillment. The concept of creativity is also discussed. In the second and third parts, a total of nine young people are portrayed, each of whom has made some kind of career decision based upon personal needs, abilities, and interests. For example, Ben, who has always been interested in historical relics, combines his skills as a carpenter with a degree in archaeology to work on historic restoration. This is satisfying to him because he is helping people learn history as well as enjoy old buildings. Students learn that self-fulfillment can often be achieved by using their own special skills and abilities, fulfilling their own needs or needs of others, and putting something of themselves into everything they do. The presentations bring out the relationship between lifestyle and career and strongly emphasize how different careers reflect different values. Several previewing activities are suggested for both the students and the teacher. Follow-up discussion questions are suggested for each of the three parts. In addition, there are 22 related activities for Part I and nine for Parts II and III. Ten wrap-up activities are also included which are varied. There is one, for example, in which students design a message about their personality, behavior, or attitudes for their own T-shirts; and one in which students write a contract with themselves about a change they would like to make in their lives. Other activities include research, field trips, interviews, written work, and additional valuing activities. The time required for the program varies depending on how many activities are selected. Each part, however, requires 15 to 17 minutes for viewing with the remainder of the class period for discussion or other activities. Time could conceivably range from three class periods to two or three weeks.

Although the program has not been formally field tested it won the "Gold Camera Award" at the 1976 U.S. Industrial Film Festival, according to the publishers.

TOWARD AFFECTIVE DEVELOPMENT (TAD)

Descriptive Characteristics

Grade Level

3 K-3
X 4-6
___ 7-9
___ 10-12

Time

X Curriculum (2 or more years)
X Course (one year)
___ Semester (half year)
___ Minicourse (6-9 weeks)
___ Unit (1-3 weeks)
X Supplementary
___ Other: ________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
S Worksheets
___ Films
S Filmstrips
S Records or tapes
S Charts or posters
___ Transparencies
T Teacher's Guide
___ Tests
S Other: Cards

Substantive Characteristics

Major Content Emphasis

___ Career Education
___ Social Studies
X Other: Values education

Social Studies Disciplines

___ Anthropology
___ Economics
___ Geography
___ History
___ Political science
___ Psychology
___ Social psychology
___ Sociology
___ Interdisciplinary
___ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
___ Economic awareness
___ Education awareness
X Self-awareness
X Skill development

Career Clusters

___ Major emphasis
___ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

___ Reading
___ Writing
___ Questioning
___ Problem solving
X Discussion
X Valuing activities
X Role play
___ Simulation
___ Research
X Interviews
___ Community activities
X Field trips
___ Work experience
X Other: Brainstorming

Title: TOWARD AFFECTIVE DEVELOPMENT (TAD)

Authors: Henry Dupont, Ovitta Sue Gardner, and David S. Brody

Publisher: American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Date: 1974

Grade Level: 3-6

Materials and Cost: Multimedia kit including 44 illustrations, 93 discussion pictures, one filmstrip, one cassette, 36 exercise cards, two posters, 16 student activity sheets, 40 feeling wheels, a box of colored chips, two sets of 37 illustrated career folders, one red scarf, and Teacher's Guide, $98.00.

Toward Affective Development (TAD) is an activity-oriented program for students in grades three through six. The authors believe that children's self-concept and social relations influence their behavior and classroom achievement. Therefore, emphasis is placed on educating the whole child. TAD has been designed to develop in students a positive self-image and to increase their understanding of human behavior. The goals of the program include becoming open to new experiences; understanding feelings and emotions; understanding the relationship between thoughts, feelings, and behavior; recognizing individual needs and differences; learning to understand and get along with others; and identifying long-range goals through self-discovery. The program hopes to develop communication skills such as self-expression and the ability to listen and empathize; social skills such as cooperation; and decision-making skills. One unit in the program has been designed to encourage students to share dreams about the future; to think about preferences, interests, and aspirations; to explore career fields; and to participate in career-related activities. Students in grades five and six, in addition, should be able to plan, conduct, and evaluate interviewing techniques to learn about careers as a result of this unit.

TAD may be used effectively as a one-year course or as a coordinated third- through sixth-grade program. It is recommended that these materials be integrated into the regular curriculum. They may be used in guidance or remedial programs as well. The program is divided into five sections: "Reaching In and Reaching Out," "Your Feelings and Mine," "Working Together," "Me: Today and Tomorrow," and "Feeling, Thinking, Doing." These, in turn, are divided into units. Objectives are specified for each section, unit, and lesson. Each lesson contains the purpose, space requirement, approximate time, materials needed, vocabulary, an activity, and possible learning outcomes. Many units contain follow-up activities that apply the lesson to other subjects, such as geography, current events, social studies, language arts, and mathematics. Program content focuses on life situations similar to those children might encounter in their own lives. The unit on careers, "Careers Open to Me," is actually included twice--once for students in third and fourth grades, and once for fifth and sixth graders. In these units, students dream about the future; fill out interest worksheets; read about, discuss, and even pantomime different careers; go on field trips; and conduct interviews. Other teaching techniques include large- and small-group discussion, role play, brainstorming, and a variety of involvement activities.

Students are evaluated primarily through teacher observation. The outcomes for each lesson reflect the objective and are to be used as evaluation guides. For example, in one lesson, the purpose is "to encourage students to share and cooperate in a group effort." The anticipated outcome is, "students will grumble some about the need for more scissors, paste, and paper, but then they will discover several different ways to share and cooperate."

TAD was tested over a period of three years with more than 2,000 students from a wide variety of social and ethnic backgrounds. From the 400 original lessons, 191 were selected in which the outcome was observed to be consistent with the objective. The evaluative data from the field testing is now being compiled and will be available shortly from the publisher. According to the authors, continued long-term evlauation is being conducted as well, and user feedback is encouraged. A master's degree study at the University of Wisconsin concluded that "selected TAD lessons were effective in creating awareness of alternatives to psychosocial situations in a sample of sixth grade children." This study also found "that the participants reported overwhelming, positive views about the program."

U.S.A. TODAY SERIES

Descriptive Characteristics

Grade Level

____ K-3
X 4-6
____ 7-9
____ 10-12

Time

____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
X Minicourse (6-9 weeks)
X Unit (1-3 weeks)
X Supplementary
____ Other: ____________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
____ Worksheets
____ Films
S Filmstrips
S Records or tapes
____ Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
____ Other: ____________________

Substantive Characteristics

Major Content Emphasis

____ Career Education
X Social Studies
____ Other: ____________________

Social Studies Disciplines

____ Anthropology
X Economics
X Geography
____ History
X Political science
____ Psychology
____ Social psychology
X Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
X Writing
X Questioning
X Problem solving
X Discussion
____ Valuing activities
X Role play
____ Simulation
X Research
X Interviews
____ Community activities
____ Field trips
____ Work experience
X Other: Music activities, math activities, art activities, map work, debates, job fair

Title: U.S.A. TODAY SERIES

Authors: Susan Kempler and Doreen Rappaport

Publisher: Educational Activities
Box 392
Freeport, New York 11520

Date: 1974

Grade Level: 4-6

Materials and Cost: Six color filmstrips, three records or cassettes, six Teacher's Guides, 4-6 pp., paperbound, $58.00 (with records); $61.00 (with cassettes).

The *U.S.A. Today Series* is a six-part sound filmstrip program for students in grades four through six. Its purpose is to create an awareness of the similarities and differences of living in the city, the suburbs, and the country. Through the filmstrips and accompanying activities, the program also is designed to make students more aware of their own personal preferences in lifestyle. There are from five to 11 learning objectives given for each part of the program. Stated conceptually, these include the following: (1) Part One: "A developing area requires people with many different kinds of skills"; (2) Part Two: "People in all areas share certain needs, wants, values, ideas"; (3) Part Three: "All people are members of groups. They live, work, and play together"; (4) Part Four: "People earn their livelihood in a variety of ways, often dependent upon where they live and existing opportunities"; (5) Part Five: "There are positive and negative aspects of life in all areas--city, suburb, and rural"; and (6) Part Six: "There are many different modes through which people may communicate."

The series has a strong social studies focus and would fit well into a community studies course. Concepts from economics, geography, sociology, and political science are introduced. The element of career awareness is perhaps not as strong in this program as in some other programs, but *U.S.A. Today* does emphasize ways in which geography can affect employment, how students today can expect to change careers during their lives, and how both lifestyle and career opportunities can vary in city, suburb, and country. The first filmstrip, *A City Grows,* is unusual because it uses only cartoon-style visuals and sound effects to trace the development of a metropolitan area from the very first settlements through the stages of growth, decline, and urban renewal. *City-Suburb-Country,* Part Two, compares the lifestyles of three children who live in these different types of communities. In Part Three, *Community Services,* various services provided by federal, state, and local governments in city, suburban, and rural areas, are compared and contrasted. The same three children introduced in Part Two ask questions concerning the different services, clarifying such concepts as taxation. *Occupations* introduces students to the careers of the parents of the three children and emphasizes accelerating change in modern life and the fact that students must be flexible in their career plans and be prepared to re-educate themselves. Problems of discrimination, unemployment, and relocation are also discussed. This filmstrip concludes with the children discussing their own possible career futures. A fourth child, whose parents' careers require frequent moves, talks about various types of houses he has lived in in *Homes*. He discusses why some styles are popular in certain areas because of weather conditions and natural resources. He also describes, from his own perspective, the advantages and disadvantages of living in the city, the suburbs, or the country. The final filmstrip, *Communications,* is a cartoon spoof of a strategy meeting of an advertising agency. Through their product, Minus H_2O, a waterless soap, the advertisers introduce students to many different means of communication. This filmstrip also explains how the communications industry has made the world seem smaller, and demonstrates how dependent we all are upon the mass media for information and entertainment. There has been an attempt made to eliminate sexual stereotypes in these materials. A woman provides much of the narration and in the portion of the program in which the children speculate about the future. In other parts, men and women are presented in fairly traditional roles, however. At least one class session should be allowed for viewing and discussing each of the filmstrips. The Teacher's Guides for each suggest pre- and post-viewing discussion questions as well as projects and activities such as research, creative writing, role play, problem solving, interviewing, debating, making maps, building a model city, brainstorming, planning a job fair, field trips, community involvement activities, and math, art, and music activities. Depending upon how many of the projects and activities are selected, each part of the program could take from one or two days to two weeks to complete.

The *U.S.A. Today Series* "was tested with elementary students in several school systems in Pennsylvania, New York and New Jersey," according to the publisher. Data from these tests, however, are not available.

THE VALUING APPROACH TO CAREER EDUCATION

Descriptive Characteristics

Grade Level

X K-3
X 4-6
8 7-9
____ 10-12

Time

X Curriculum (2 or more years)
X Course (one year)
____ Semester (half year)
X Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
____ Supplementary
____ Other: ____________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

S,T Readings
S,E Worksheets
____ Films
S Filmstrips
S Records or tapes
S,T Charts or posters
____ Transparencies
T Teacher's Guide
E Tests
____ Other: ____________

Substantive Characteristics

Major Content Emphasis

X Career Education
____ Social Studies
X Other: Values education

Social Studies Disciplines

____ Anthropology
X Economics
____ Geography
____ History
____ Political science
X Psychology
____ Social psychology
X Sociology
X Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
____ Economic awareness
X Education awareness
X Self-awareness
X Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
X Writing
X Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
X Simulation
____ Research
X Interviews
X Community activities
X Field trips
____ Work experience
X Other: Games, listening

Title: THE VALUING APPROACH TO CAREER EDUCATION

Developer: M.F. Smith, Director
Project FAIS
P.K. Yonge Laboratory School
College of Education
University of Florida

Publisher: Education Achievement Corporation
P.O. Box 7310
Waco, Texas 76710

Date: 1973-74

Grade Level: K-8

Materials and Cost: *K-2 Series*, $347.50; *3-5 Series*, $453.95; *6-8 Series*, $271.29. Components may be purchased separately and include Teacher's Guides, story books, reading sheets, audiovisual kits, games, hand puppets, file boxes with folders, spirit masters, activity cards, posters, charts, and pre and posttests.

The Valuing Approach to Career Education is a multimedia instructional system containing three series--K-2, 3-5, and 6-8. Each series is divided into 12 to 15 learning sequences, each of which includes from eight to 15 lessons. The developers have defined career as a "life path rather than as a job or series of jobs." They view career development as "a primary facet of general development" and as a continuous, dynamic process. The program integrates four valuing skills and instructional activities with ten career education concepts and 12 thinking skills. The four valuing skills are identifying values, clarifying values, managing conflicting values, and developing empathy. The career education concepts emphasized include "career developing is a life-long process," "everyone makes career decisions," "people work to satisfy many needs," "worker roles are interdependent," and "technology brings about change in our society." Included in the 12 thinking skills are observing and reporting, summarizing, interpreting, generalizing, and imagining. Within the framework of these three components, each series focuses on three general objectives: to clarify the students' personal values, to teach career concepts, and to develop thinking skills.

The content of the series is presented through a wide range of instructional aids, including color sound-filmstrips, games, audio cassettes with read-along storybooks, spirit master work sheets, activity cards, posters and charts, puppets, and file boxes containing various lesson activities. In the *K-2 Series* characters such as Hannibal Hippo and Dwendy and the Seven Dworks stress the importance of feelings and values. The materials engage children in a variety of activities than can clarify their personal values in relation to work. For example, in one lesson Hannibal Hippo gets lost. He is helped by many persons who work in the neighborhood and explain to him why they like their jobs. In a discussion activity, children look at such questions as, "What happened in the story?" and "How to you feel when you help someone?" In the *3-5 Series* children encournter new characters, including Benjamin Beadstringer and Cowslip Pollen, who help to teach various career-education concepts and develop valuing and thinking skills. In one lesson, for instance, students listen to a story about Factoryville and Carnival Land which is designed to demonstrate that work for some people may be play for others. The *6-8 Series* focuses on the personal dimensions of the world of work, society, and the process of decision making. For example, in one of the learning sequences students explore the relationships between an individual's work role and the other facets of his or her life, examine the roles of management and labor, and hypothesize about ways in which work roles affect people's leisure plans.

Extensive facilitator's guides for each series integrate "all components into a criterion-referenced, performance-based design containing valuing rationale, development and management data, measurement with evaluation data, synopses of learning sequences, and detailed lesson plans." In addition, the guides contain suggestions for using values clarification strategies. Student evaluation is provided in the program through pre and posttests that consist of yes/no items indicating cognitive and affective growth. The publisher offers a one-day inservice training workshop in values clarification with purchase of a series. Depending upon the extent of the purchase, this workshop may be provided free.

The entire program has been field tested in Florida and results, favorable though not statistically significant, are available from the publisher in the *Final Research Report* of the project. The 3-5 program was also evaluated in another study, which produced results showing that "a career oriented curriculum is effective in significantly reducing female stereotyping at higher grade levels."

WINDOWS ON OUR WORLD

Descriptive Characteristics

Grade Level
X K-3
X 4-6
___ 7-9
___ 10-12

Time
X Curriculum (2 or more years)
___ Course (one year)
___ Semester (half year)
___ Minicourse (6-9 weeks)
___ Unit (1-3 weeks)
___ Supplementary
___ Other: ___

Materials
Student materials=S
Teacher materials=T
Evaluation materials=E

S Readings
S Worksheets
___ Films
___ Filmstrips
___ Records or tapes
___ Charts or posters
___ Transparencies
T Teacher's Guide
E Tests
E,S Other: Evaluation manual, Diagnostic evaluation packet, Performance tests packet, Record profile

Substantive Characteristics

Major Content Emphasis
___ Career Education
X Social Studies
___ Other: ___

Social Studies Disciplines
X Anthropology
X Economics
X Geography
X History
X Political science
___ Psychology
___ Social psychology
X Sociology
X Interdisciplinary
___ Multidisciplinary

Career Education Elements
X Attitudes, appreciations, and values
___ Career awareness
X Decision making
X Economic awareness
___ Education awareness
X Self-awareness
X Skill development

Career Clusters
___ Major emphasis
___ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities
X Reading
X Writing
X Questioning
X Problem solving
X Discussion
X Valuing activities
X Role play
___ Simulation
___ Research
___ Interviews
X Community activities
X Field trips
___ Work experience
___ Other: ___

Title: WINDOWS ON OUR WORLD

General Editor: Lee F. Anderson

Publisher: Houghton Mifflin Company
One Beacon Street
Boston, Massachusetts 02107

Date: 1976

Grade Level: K-6

Materials and Cost: Level K: activity sheets pad, $3.00; Teacher's Edition, $6.48; media kit, $84.00. Levels 1-2: student texts, paperbound $2.70 to $2.97. Levels 1-6: student texts, hardbound, $4.26 to $7.29; performance test packets, $.75 to $1.23. Levels 3-6: activity books each level, paperbound, $2.13. Levels K-6: Teacher's Editions, $6.60 to $9.87.

Windows on Our World, which is a kindergarten through grade six social studies series, is based on the belief that an elementary social studies program should "help children develop an understanding of who they are." Four dimensions of identity are emphasized: understanding oneself as an individual, as a member of groups, as a human being, and as an inhabitant of Earth. Each lesson improves students' understanding of one or more of these dimensions while teaching a social studies concept and/or developing a basic skill. The concepts taught in the series are drawn from traditional social studies disciplines such as geography and history; the importance of these concepts in understanding oneself and the world is emphasized. Skill development is integrated with cognitive learning with the skills of acquiring, processing, and reporting information given particular attention. Interfacing with cognitive and skill learning is the exploration of values, especially those relating to self, to other people, to the natural environment, and to uncertainties inherent in the human condition.

The materials for each grade level of this program focus on a specific theme chosen to add to students' understanding of their own identities. Throughout, there are ample opportunities to expand on career education elements that are built into the program. For example, in the kindergarten materials which are entitled *Me,* students play a Guess Who game in which they match pictures of people with appropriate skills and responsibilities; make a classroom graph of favorite activities; interview school personnel; and classify, create, and use tools. Building on the concept of "group," Level 3, *Who Are We?*, encourages students to examine the various groups they belong to as they consider technology, as well as language, institution, and beliefs. *The Way People Live*, Level 6, deals with differences and similarities in the ways inhabitants of the world lived the past and live today. The annotated Teacher's Edition accompanying each book in the *Windows on Our World* series provides a general orientation to the series' philosophy and objectives as well as explicit directions for teaching individual lessons. Lesson procedures begin with a concise statement of the lesson's focus, a list of performance objectives, suggestions for additional materials, a vocabulary list, and background information which can help sharpen the lesson. Strategies to develop the lesson include having students read text materials, engage in skill development activities such as photo interpretation or map reading, and participate in inquiry exercises.

Evaluation components for *Windows on Our World* include both informal assessment questions at the end of each lesson and unit evaluative summaries, called "Putting It Together," in which cognitive, relational, and application gains are assessed. "Diagnostic Evaluation" booklets and "Performance Test Pads" are available for all levels except kindergarten. While not pilot-tested before publication the series is currently being field tested in six locations with some 200 students. Further information is available from the publisher.

WOMEN TODAY

Descriptive Characteristics

Grade Level

____ K-3
____ 4-6
9 7-9
X 10-12

Time

____ Curriculum (2 or more years)
____ Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
X Supplementary
____ Other: ____________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings
____ Worksheets
____ Films
S Filmstrips
S Records or tapes
____ Charts or posters
____ Transparencies
T Teacher's Guide
____ Tests
____ Other: ____________________

Substantive Characteristics

Major Content Emphasis

X Career Education
X Social Studies
____ Other: ____________________

Social Studies Disciplines

____ Anthropology
____ Economics
____ Geography
X History
____ Political science
____ Psychology
X Social psychology
X Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements

X Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
X Education awareness
X Self-awareness
____ Skill development

Career Clusters

____ Major emphasis
____ Minor emphasis
X Not mentioned

Pedagogical Characteristics

Student Activities

____ Reading
X Writing
____ Questioning
____ Problem solving
X Discussion
____ Valuing activities
X Role play
____ Simulation

X Research
____ Interviews
____ Community activities
____ Field trips
____ Work experience
X Other: Survey

Title: WOMEN TODAY

Author: Cécile Spearman

Publisher: Guidance Associates
757 Third Avenue
New York, New York 10017

Date: 1974

Grade Level: 9-12

Materials and Cost: Two color filmstrips; two cassette tapes; Teacher's Guide, 38 pp., paperbound, $48.50.

Women Today is a two-part sound filmstrip program for high school students. It is designed to help students look at their own sexual prejudices and stereotypes and to help them realize that society's concepts of masculinity and femininity affect everyone, male and female alike. The authors believe that if young people understand that sexual identities do not have to determine their roles in society, "they will be better prepared to make life choices--to plan for the future, for their education, their careers, and their families." One of the major goals of the program, therefore, is to stimulate reflection and discussion on what the students want to achieve in life, what goals they are setting, and what values are important to them.

Part One of *Women Today* consists of a series of vignettes illustrating some of the problems faced by women today. The filmstrip introduces students to women of various ages and backgrounds from all parts of the United States and shows how these women have all been affected by the women's liberation movement. Men are also included in several vignettes. In a situation dealing with media stereotypes, for instance, a "liberated" draftsman and a "nonliberated" advertising executive, both male, argue about whether or not they should depict a beautiful woman enjoying dusting with their product in an advertisement. Other vignettes deal with sisterhood, male dominance, role change, social conditioning, traditional roles, financial discrimination, and individual development. The vignette on financial discrimination is somewhat out of date as the situation portrayed is now illegal. Another difficulty arises in a vignette in which a young man tries to dissuade his fiancée from becoming an architect by stating "I don't see why you can't be a normal girl--be a nurse or something--I mean, architecture is a man's profession." The young woman, being addressed, as well as the viewers, realize that the speaker is biased and that architecture is no longer just a "man's profession." Unfortunately, the statement also suggests that nursing is appropriate only for females. It, thus, might discourage both men and women who are considering entering the nursing profession. It is important that these two problems be pointed out and discussed with students viewing the filmstrip. Part Two of the program is introduced and moderated by Florence Luscomb, a long-time suffragist, who was introduced to the women's movement as a child when she heard Susan B. Anthony speak at the National Women's Suffrage Convention in 1892. The filmstrip examines the women's movement from an historical perspective. Current forms of discrimination are then discussed as well as actions individuals and groups may take to oppose such discrimination. An examination of the education of young children focuses on how stereotypes have been reinforced and what is being done in some places to eliminate sex role stereotyping. New definitions of feminity are suggested by a consciousness raising group in which one woman also discusses the need for men to redefine masculinity as well. Florence Luscomb concludes the filmstrip by saying, "Even though great progress has been made by women in the last few years, such things as happiness, self-respect, and fulfillment are still very personal matters. What we have been talking about goes beyond just the changing of laws--it is an attempt to change the attitudes and values of our whole society." These filmstrips might be used to supplement a sociology course in which students are learning about such concepts as sex role and stereotyping, a history course dealing with social change or the women's movement, or a government course in which students are learning about institutionalized changes which have come about through the legal process. One activity suggests dividing the class into small consciousness-raising groups as depicted in the filmstrip. This might be done in conjunction with a social psychology class. Other activities include surveys, questionnaires, skits, discussions, and papers. Two class sessions should be allowed for viewing and discussion. The accompanying activities may require several additional class periods, depending on how many are selected.

The program has not been formally field tested in classroom situations. However, the American Personnel and Guidance Association chose *Women Today* as "Best of the Festival" in 1975. The program has also been favorably reviewed in *Booklist* and in *Media and Methods*.

WORKING

Descriptive Characteristics

Grade Level

_____ K-3
_____ 4-6
_____ 7-9
__X__ 10-12

Time

_____ Curriculum (2 or more years)
_____ Course (one year)
_____ Semester (half year)
_____ Minicourse (6-9 weeks)
__X__ Unit (1-3 weeks)
__X__ Supplementary
_____ Other: ____________________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

__S__ Readings
_____ Worksheets
_____ Films
_____ Filmstrips
_____ Records or tapes
_____ Charts or posters
_____ Transparencies
__T__ Teacher's Guide
_____ Tests
_____ Other: ____________________

Substantive Characteristics

Major Content Emphasis

__X__ Career Education
__X__ Social Studies
_____ Other: ____________________

Social Studies Disciplines

_____ Anthropology
__X__ Economics
_____ Geography
_____ History
_____ Political science
__X__ Psychology
__X__ Social psychology
__X__ Sociology
__X__ Interdisciplinary
_____ Multidisciplinary

Career Education Elements

__X__ Attitudes, appreciations, and values
__X__ Career awareness
_____ Decision making
__X__ Economic awareness
__X__ Education awareness
__X__ Self-awareness
__X__ Skill development

Career Clusters

_____ Major emphasis
__X__ Minor emphasis
_____ Not mentioned

Pedagogical Characteristics

Student Activities

__X__ Reading
__X__ Writing
__X__ Questioning
_____ Problem solving
__X__ Discussion
__X__ Valuing activities
__X__ Role play
_____ Simulation

_____ Research
__X__ Interviews
_____ Community activities
_____ Field trips
_____ Work experience
__X__ Other: Oral reports

Title: WORKING

Author: Studs Terkel

Publisher: Avon Books
A Division of the Hearst Corporation
959 Eighth Avenue
New York, New York 10019

Date: 1974

Grade Level: 10-12, adult

Materials and Cost: *Working*, 762 pp., paperbound, $2.25; Teacher's Guide, 16 pp., paperbound, no charge. An educational discount of 20 percent is available when purchased in quantity.

Working was not designed specifically for classroom use, therefore, the author has not provided student objectives. The book was written to provide readers with a "feel" for the attitudes of workers in a wide range of jobs across the country by demonstrating that "those we call ordinary are aware of a sense of personal worth--or more often a lack of it--in the work they do." Because *Working* demonstrates how others feel about their jobs and themselves, students should develop a heightened awareness of the importance of selecting a personally satisfying career as a result of reading it. The accompanying study guide, written by Dr. Lou Willett Stanek, was prepared to make the book adaptable to high school social studies, English, or speech classes.

Working consists of 133 interviews with a wide variety of workers--a farmer, a writer/producer, a garbage collector, a photographer, a dentist, a housewife, a factory owner, a publisher, a priest, and so on. The workers were not selected because they were outstanding successes as often happens in career education materials. Terkel, himself, describes *Working* as follows: "This book, being about work, is, by its very nature about violence--to the spirit as well as to the body. It is about ulcers as well as accidents, about shouting matches as well as fistfights, about nervous breakdowns as well as kicking the dog around. It is, above all (or beneath all), about daily humiliations. To survive the day is triumph enough for the walking wounded among the great many of us." *Working* is a strong social commentary. It shows how the psychic and physical "scars" of job discontent have affected the very heart of society. Readers will also note the search for meaning which permeates the entire book. Although biases are expressed in the book, they are the biases of real people being interviewed. Therefore, the reader finds a realistic portrayal of human biases, rather than a biased book. There is also some degree of job denigration, but again, it is the people who hold those jobs who are "putting them down." This, obviously, is a unique approach to career education, and one the analyst would not recommend using by itself. But it does have a place in the classroom, particularly in a sociology or American problems class. The activities suggested in the study guide are creative and focus the students' attention on major themes. The last half of the guide is devoted to "The Art of the Interview." Students are encouraged to conduct their own interviews, which may bring new perspectives on working to their attention. Other activities include comparing views of Aristotle, St. Paul, and a "Time essay" toward work; discussion questions; value clarification; writing poetry, and role play. The questions in the study guide are designed to turn what might be a potentially negative attitude toward work into a positive one. For example, students are asked to select three of the workers from the book and figure out how their jobs could be altered so that the work would still get done and the worker would enjoy what he or she was doing. In other activities, students consider lifestyle, attitudes, values, likes and dislikes, and discuss how these relate to careers. Several approaches are suggested for using the book in class. For instance, a teacher might ask all students to read the introduction and then select ten interviews of interest. The time required varies from one class period to two weeks, depending on the approach selected and on how many of the activities are implemented.

Student evaluation might be based on the activities or teachers could devise a test of their own. The book itself, although not formally tested in classroom situations, has received favorable reviews from *Newsweek* and *Saturday Review*, and has been selected by the American Library Association as a Notable Book.

WORKING WITH SOCIAL SCIENTISTS

Descriptive Characteristics

Grade Level

____ K-3

__X__ 4-6

____ 7-9

____ 10-12

Time

____ Curriculum (2 or more years)

____ Course (one year)

____ Semester (half year)

____ Minicourse (6-9 weeks)

____ Unit (1-3 weeks)

__X__ Supplementary

____ Other: ____________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

____ Readings

____ Worksheets

____ Films

__S__ Filmstrips

__S__ Records or tapes

____ Charts or posters

____ Transparencies

__T__ Teacher's Guide

____ Tests

____ Other: ____________

Substantive Characteristics

Major Content Emphasis

__X__ Career Education

__X__ Social Studies

____ Other: ____________

Social Studies Disciplines

__X__ Anthropology

__X__ Economics

__X__ Geography

__X__ History

__X__ Political science

____ Psychology

____ Social psychology

__X__ Sociology

____ Interdisciplinary

____ Multidisciplinary

Career Education Elements

__X__ Attitudes, appreciations, and values

__X__ Career awareness

____ Decision making

__X__ Economic awareness

__X__ Education awareness

____ Self-awareness

__X__ Skill development

Career Clusters

____ Major emphasis

____ Minor emphasis

__X__ Not mentioned

Pedagogical Characteristics

Student Activities

____ Reading

__X__ Writing

__X__ Questioning

____ Problem solving

__X__ Discussion

____ Valuing activities

__X__ Role play

____ Simulation

__X__ Research

__X__ Interviews

__X__ Community activities

____ Field trips

____ Work experience

__X__ Other: Surveys, making models, art projects, budgeting, debates

Title: WORKING WITH SOCIAL SCIENTISTS

Author: Michael Yosha

Publisher: Educational Activities, Inc.
1937 Grand Avenue
Baldwin, New York 11510

Date: 1975

Grade Level: 4-6

Materials and Cost: Six color filmstrips, with records or cassettes; six Teacher's Guides, 6 pp., paperbound, $73.00 (with records); $79.00 (with cassettes).

Working With Social Scientists is a six-part sound filmstrip program which emphasizes the major concepts of geography, history, anthropology/archaeology, sociology, economics, and political science. Although a rationale statement and written objectives are not included, the materials imply the following: students will become familiar with some of the basic concepts of social science disciplines, understand how these disciplines apply to our society, develop an awareness of careers in these fields, consider and experience what working in these fields would be like, and become more aware of their own likes, dislikes, and abilities as a result of the program. Designed for students in grades four through six, the filmstrips may supplement a variety of social studies units. They might be used independently of each other in classes focusing on one or more of the social science disciplines covered in the program.

Each of the six filmstrips focuses on basic concepts of a particular social science discipline, relates these concepts to several careers, and mentions briefly the kind of training required for the career. For instance, *Geography* explores such concepts as land use, urban growth, city planning, geology, land forms, ecology, weather, mapping, and the effects of environment on lifestyle and career. These concepts are introduced or explained in the process of discussing various careers in the field such as, geographer, landscape architect, surveyor, and city planner. In each of the six filmstrips young students are shown talking to one particular worker about his or her career. In some cases, the young people are allowed to help the worker on a particular project and in other instances, the young people present a problem for which the social scientists suggests possible solutions. Similar projects may be undertaken by interested students after viewing the filmstrips. In *Sociology* for instance, after talking to a sociologist, a young girl indicates that a new city park is going to be built in her neighborhood and everyone is arguing about what facilities should be included. She has an idea for a solution, but no idea how to put it to work. The sociologist suggests she conduct a survey and offers to help. Similar projects are then suggested for students in the Teacher's Guide. The Teacher's Guides suggest several concepts to be discussed with the class prior to viewing each filmstrip. Viewing time for each is approximately ten minutes. Questions based on the filmstrip, which may be written or discussed, are suggested for follow-up. Other projects suggested include research, surveys, opinion polls, debates, art projects, budgeting, written work, and interviews. At least one class period should be allowed for each filmstrip with additional time, from one class session to several weeks, being allowed for the other activities.

The suggested follow-up questions may be used for evaluation as may many of the activities. The publishers have received favorable reports on the materials from all parts of the country since they were released in 1975. They have, however, not been formally field tested in classroom situations.

YOU CAN BE ANYTHING

Descriptive Characteristics

Grade Level

_3_ K-3
_X_ 4-6
___ 7-9
___ 10-12

Time

___ Curriculum (2 or more years)
___ Course (one year)
___ Semester (half year)
___ Minicourse (6-9 weeks)
___ Unit (1-3 weeks)
_X_ Supplementary
___ Other: __________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

___ Readings
___ Worksheets
___ Films
_S_ Filmstrips
_S_ Records or tapes
___ Charts or posters
___ Transparencies
_T_ Teacher's Guide
___ Tests
___ Other: __________

Substantive Characteristics

Major Content Emphasis

_X_ Career Education
___ Social Studies
___ Other: __________

Social Studies Disciplines

___ Anthropology
___ Economics
___ Geography
___ History
___ Political science
___ Psychology
___ Social psychology
_X_ Sociology
___ Interdisciplinary
___ Multidisciplinary

Career Education Elements

___ Attitudes, appreciations, and values
_X_ Career awareness
_X_ Decision making
___ Economic awareness
___ Education awareness
_X_ Self-awareness
___ Skill development

Career Clusters

___ Major emphasis
___ Minor emphasis
_X_ Not mentioned

Pedagogical Characteristics

Student Activities

___ Reading
_X_ Writing
___ Questioning
___ Problem solving
___ Discussion
___ Valuing activities
___ Role play
___ Simulation
___ Research
___ Interviews
___ Community activities
___ Field trips
___ Work experience
_X_ Other: Bulletin board activity

Title: YOU CAN BE ANYTHING

Author: Alice Low

Publisher: Teaching Resource Films
An Educational Service of the New York Times
2 Kisco Plaza
Mt. Kisco, New York 10549

Date: 1975

Grade Level: 3-6

Materials and Cost: Four color filmstrips with records or cassettes, Teacher's Guide, $55.00 (with records); $59.00 (with cassettes). Each sound filmstrip may be purchased separately.

You Can Be Anything is a supplementary sound filmstrip program designed "to free both boys and girls from stereotyped thinking about careers." The developers state that although more and more sexual stereotypes are being broken down, traditional ways of thinking still have many subtle effects. For example, stereotypes are still found in children's books, toys, television, and movies. This program hopes to counteract some of these problems. Career awareness is the principal career education element emphasized and the materials encourage children to begin thinking about a variety of careers in relation to their own interests. The program does not encourage students to make career decisions at this point, although students do begin to consider alternatives.

The four filmstrips in the program are: *Think About the Future, The Choice is Yours, The World is Wide Open,* and *Boys and Girls Can Do Anything.* In *Think About the Future,* a class of students is asked to think about "What do you most want to be?" The rest of the filmstrip consists of the children's dreams and ambitions. The second filmstrip, *The Choice Is Yours,* presents a variety of career options and discusses interests, likes, and job characteristics. Nontraditional as well as traditional careers are depicted. For instance, females are portrayed as a mother, a city planner, and a park ranger, and males are shown as a costume designer, a father, and an elementary teacher. The third filmstrip, *The World is Wide Open,* introduces the children to more workers, including a male breakfast chef, a male ballet dancer, a female carpenter, a female veterinarian, and a female editor. In the fourth filmstrip, *Boys and Girls Can Do Anything,* the children from the first filmstrip report back to class about what they think they would like to be. A wide variety of options are suggested. Several activities are suggested including field trips to visit people working in non-traditional jobs, writing a theme on "What I Want To Be When I Am An Adult," and collecting magazine pictures of people in a variety of nontraditional jobs for a bullitin board display. The program would require no more than four to five half-hour class sessions and could be used in conjunction with a study of the local community, a social studies course focusing on social change, or a language arts course.

YOUR WORK AND YOUR CAREER

Descriptive Characteristics

Grade Level

____ K-3
____ 4-6
X 7-9
10 10-12

Time

____ Curriculum (2 or more years)
X Course (one year)
____ Semester (half year)
____ Minicourse (6-9 weeks)
____ Unit (1-3 weeks)
____ Supplementary
____ Other: ____________

Materials

Student materials=S
Teacher materials=T
Evaluation materials=E

X Readings
____ Worksheets
____ Films
____ Filmstrips
____ Records or tapes
____ Charts or posters
____ Transparencies
T Teacher's Guide
E Tests
____ Other: ____________

Substantive Characteristics

Major Content Emphasis

X Career Education
X Social Studies
____ Other: ____________

Social Studies Disciplines

____ Anthropology
X Economics
____ Geography
____ History
____ Political science
____ Psychology
____ Social psychology
____ Sociology
____ Interdisciplinary
____ Multidisciplinary

Career Education Elements

____ Attitudes, appreciations, and values
X Career awareness
X Decision making
X Economic awareness
____ Education awareness
X Self-awareness
X Skill development

Career Clusters

X Major emphasis
____ Minor emphasis
____ Not mentioned

Pedagogical Characteristics

Student Activities

X Reading
X Writing
X Questioning
X Problem solving
X Discussion
____ Valuing activities
____ Role play
____ Simulation
____ Research
____ Interviews
____ Community activities
____ Field trips
____ Work experience
____ Other: ____________

Title: YOUR WORK AND YOUR CAREER

Authors: Bertram L. Linder and Edwin Selzer

Publisher: William H. Sadlier, Inc.
11 Park Place
New York, New York 10007

Date: 1975

Grade Level: 7-10

Materials and Cost: Student text, hardbound, $4.98; paperbound, $3.36; Teacher's Guide, $2.01. A research and discovery book to accompany the text is projected.

An early form of *Your Work and Your Career* was included in a text entitled *Economics for Young Adults*. In 1975, new chapters were added and the text was published in its present form. The format of the textbook is quite traditional in the sense that the content is presented in an expository fashion with "thought" and review questions included throughout to help students derive meaning from the narrative. There is no explicit rationale statement provided for the program, which although intended for students in grades seven and eight, could be easily used with students in grades nine and ten. The content and objectives which are stated for each chapter make it clear that the authors believe that career decisions will be more valid if students are provided with an understanding of those major economic and social science concepts that relate to the world of work. Typical chapter objectives are: (1) "to understand the difference between simple division of labor and complex division of labor," (2) to learn what tactics employers use against unions, (3) to learn how collective bargaining operates, and (4) to understand how one prepares for a career in the service industry.

The content of *Your Work and Your Career* is grouped around four major themes: (1) economic concepts that relate to careers, (2) understanding of oneself, (3) federal and state legislation that affects careers, and (4) characteristics of careers. The second chapter, for example, which is entitled "Supply and Demand in Jobs" examines the kinds of jobs that will probably be needed five years in the future and the relationship between wages and the labor supply. Charts which compare the distribution of the U.S. labor force in 1968 with the projected distribution for 1980 enliven the textual content. Other chapters deal with careers in the service industry, in government, as technicians, in business, in the professions, and in recreation industries. Information about the Civil Service, the United States government salaries, various kinds of governmental job opportunities, sample questions from Civil Service examinations, and so on, are studied in the chapter, "Careers in Government." The Teacher's Guide includes objectives, a content outline, motivational devices and activities for each chapter. Students may be asked to write reports, look for newspaper or magazine articles, role play, debate, or engage in a class discussion.

The authors have included a series of evaluation measures at the end of each chapter. These include a "What does it mean?" section which involves defining words or concepts studied in the chapter. "Do you understand?" questions are essay-type questions which are designed to indicate the extent of familiarity with the content. Questions from the "What do you think?" section are usually open ended and allow for expression of attitudes and opinions. The publishers indicate that there has been no in-depth survey concerning acceptance of this program. There has, however, been positive feedback "expressed through informal, unsolicited user comments."

Career Education: A Selected and Annotated Bibliography

by

Judith E. Hedstrom

Introduction

Described below are a number of journal articles and papers related to career education. These items were identified through a computer search of the ERIC data base. Both *Current Index to Journals in Education* (CIJE) and *Resources in Education* (RIE) were searched.

Only selected items from this search are included below. Readers wishing to obtain the full list of items or to obtain a computer search update of the list should contact the User Services Program of ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

To obtain copies of the journal articles listed below, readers should use their local library or contact the journal's main office.

Other documents (indicated by ED numbers) are available from the ERIC Document Reproduction Service (EDRS). Microfiche (MF) or paper copy (HC) of these documents can be obtained by writing EDRS. Computer Microfilm International Corporation, P.O. Box 190, Arlington, VA 22210. All orders must refer to the ED number and be accompanied by prepayment, including postage. Fourth-class postage for the first 60 MF or first 60 pages of HC is $0.21; each additional 60 MF or pages of HC costs an additional $0.09. One MF contains 96 document pages. For those documents that are only or also available through a publisher or other source, the ordering address is given.

If there is an ERIC microfiche collection in a nearby university library or school resource and service center, the reader might prefer to look over specific documents there before (or instead of) ordering from EDRS. To obtain a list of the locations of ERIC microfiche collections, write to User Service Program, ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Other sections in the bibliography include social studies games in which students role play various careers and teacher resources.

Career Education Readings in the ERIC System

Journal Articles

Antholz, Mary Bee. "Illustrative Resources and Programs for Implementing Career Development Curricula in the Elementary Grades." *Social Education*, 39: 5 (May 1975) 316-19.

A representative sample of career education programs that have a developmental focus is presented. Also suggested are references and tools for teachers who want to implement career education at the elementary and middle school (K-8) levels through the social studies.

Broyles, Randall L. "Social Studies and the Career Education Concept in Delaware." *Social Education*, 37: 6 (October 1973) 527-530.

A one-year pilot project was designed as the model for a State Career Education Instructional System. Featured were a summer workshop, inservice education, and development of prototype instructional units. Career economics was chosen to serve as a nucleus of the career education approach.

Darcy, Robert L. "Economics and Career Education." *California Council for the Social Studies Review*, 13: 4 (Spring 1974) 11-18.

The discipline of economics in social studies and its role as a vehicle for incorporating career education in social studies is reviewed in this article.

Evans, Martha, et el. "An Experimental Program for Career Education Through Social Studies Classes." *California Council for the Social Studies Review*, 13:4 (Spring 1974) 55-58.

Experimental programs in Covinia Valley School District have successfully incorporated career education into the secondary social studies program through refocusing a number of classroom units along the principles of awareness, planning, preparation, and decision making.

Finn, Peter. "Career Education: An English/Social Studies Resource." *Media and Methods*, 11:8 (April 1975) 20-23.

Some of the advantages of integrating career education into English and social studies are discussed. Career-related activities for both subject areas are suggested.

Logacz, Gregory, et al. "Career Development: Applications to the Elementary Classroom." *Social Education*, 39:5 (May 1975) 313-15.

Teaching activities for primary and intermediate grades that allow a refocus of existing curricula to accomodate career development objectives are suggested.

Marchak, John P. "Career Education: What's Happening Across the Nation?" *Social Education*, 37:6 (October 1973) 488-499.

The development of career education is discussed, and five projects are reported. Specifics for the role of social studies teachers are given: ideas and data sources for introducing and orienting students to the world of work; learning resources, general, and professional resources.

Olsen, Henry D. "The Place of Career Education in Elementary Social Studies." *California Council for the Social Studies Review*, 13:4 (Spring 1974) 33-36.

A curricular approach is presented in which academic, vocational, and general components are blended together to produce a series of interrelated learning activities prescribed to meet the needs of children.

Parsley, James F., Jr. "Career Education and the Social Studies: Hocus, Focus, or Locus?" *California Council for the Social Studies Review*, 13:4 (Spring 1974) 5-10.

The article explores the place and role of career education in social studies.

Purcell, Clifden. "Career Education Through the Social Studies Curriculum." *California Council for the Social Studies Review*, 13:4 (Spring 1974) 49-53.

The career education program in Santa Barbara has found social studies appropriate and desirable as a vehicle through which the teacher can assist the student to learn more about the world and some of the alternative career choices he can make.

Rockler, Michael J. "The Role of Career Education in the Social Studies." *Career Education Digest*, (January/February 1974) 19-24.

Career education is a renewed emphasis on the understanding that education which prepares students for social life should by definition prepare them for a career. Career education in the social studies is an idea whose time has come.

Ryan, Frank L., et al. "But...Is Career Education the Answer?" *Social Education*, 39:5 (May 1975) 310-312.

The three authors exchange ideas on career education at the elementary level and, specifically, in relation to social studies instruction.

Schrodi, Tom. "Career Education Infusion Strategies for the Social Studies Curriculum." *California Council for the Social Studies Review*, 13:4 (Spring 1974) 59-63.

A two-week simulation developed by a world history teacher illustrates how career education does not demand that a subject such as social studies be subordinated but is rather reinforced by making the subject matter more relevant to students.

S[illegible]man, Jacqueline. "Needed--A Leadership Role in Career Education for Social Studies Teachers." *California Council for the Social Studies Review*, 13:4 (Spring 1974) 43.

Career education offers great opportunities of real service to students and an expanded role for the social studies program.

Singer, Barbara J., and Norman M. Singer. "Project SEEK: Career Education in a Social Studies Context." *American Vocational Journal*, 49:5 (May 1974) 30.

In project SEEK (Seventh Grade Eclectic Exploration of Knowledge), learning experiences contribute to student growth in eight areas of career education. Mohawk Junior-Senior High School, Columbus, Ohio, seventh graders learn through a well-planned, well-articulated social studies program which accomodates spontaneity and creativity.

Strong, Mary T. "A Career Education Program Based on Educational Psychology." *California Council for the Social Studies Review*, 13:4 (Spring 1974) 37-40, 44.

A full-scale career education program, relating to existing social studies units, features personalized and individualized instruction.

Tilford, Jean, and Dean Moore. "When the Medicine Man Comes to Town." *Social Education*, 37:6 (October 1973) 520-526.

When career education arrived, this school district found it could enhance and broaden existing social studies programs. K-12 programs and resource materials developed are examples of the use of career education as a catalyst for change.

Wronski, Stanley P. "Career Education and Social Studies." *Social Education*, 37:6 (October 1973) 484-487.

An authority on career education proposes a relation between this area and the social studies thrusts of inquiry training and values education. He defines a new role for social studies in building a multidisciplinary approach to understanding an individual's economic role and social problems in general.

Wronski, Stanley P. "A Social Studies Manifesto: The Presidential Address." *Social Education*, 39:3 (March 1975) 150-152.

Addressing the 54th annual meeting of the National Council for the Social Studies, 1974, Wronski comments on the integrity of social studies, accountability, ethnic studies, career education, values, academic freedom, social pollution, and political and social institutions.

Other Readings

Advanced Social Science Problems: Curriculum Guide. Harlandale Independent School District, San Antonio, TX. 1970. ED 088 997. EDRS Price: MF-$0.83; HC-$8.69 plus postage.

The main part of this secondary guide is arranged in vertical columns relating social science curriculum concepts to: curriculum objectives, career information, suggested teaching methods and activities, and audio-visual and resource materials. Occupational information for 21 different occupations includes job duties, education requirements, salary range, and employment opportunities. The 105-page appendix lists: teaching-learning activities and career and audiovisual sources. The last 98 pages concern population and problems related to society.

Armenta, Richard, and others. *Then and Now: Seventh or Eighth Grade.* Arizona State Department of Education, Phoenix, AZ. 1975. ED 111 983. EDRS Price: MF-$0.83; HC-$11.37 plus postage.

The instructional unit, for junior high students, has been field tested in Arizona. Six lessons are designed to assist learners in understanding how present experiences relate to past and future ones by comparing contemporary American culture with the cultures of Europeans in New England, and of Spanish soldiers and Indians in the Southwest, in the 1600s. Dependency on products and interdependency among workers are emphasized. Instructor procedures are presented in three sections: the introduction, which provides continuity within the unit; the tasks, which provide a detailed description of the content and activities used to deliver the specified outcomes; and the summary, which provides closure and a culminating activity. The unit contains several types of instructional strategies: demonstration, discussion, and questioning. Instructor guides for these strategies are appended, with specific references given in the lessons. Supplemental reading material is also appended.

BO-CEC Social Studies Resource Guide; Grades 7-9. Colorado State University, Department of Vocational Education, Ft. Collins, CO. 1975. ED 112 081. EDRS Price: MF-$0.83; HC-$18.07 plus postage.

The purpose of these six units is to supplement, enrich, and reinforce the usual classroom instruction in social studies while introducing information about careers. The units are vehicles for the infusion of occupational information into the general academic studies of geography, American history, and American government. They emphasize the practical applications of skills in these areas by providing students with information about business and office occupations in a variety of industry settings. One 14-section unit is designated geography; two units, history; and, two units, government. Each of them, however, develops multiple skills and concepts and could, therefore, be used in any social studies class. Student materials for major activities are provided.

Career Awareness Education: Social Studies, Grades 1-2, 3-5. Fort Worth Public Schools, Fort Worth, TX. 1972. ED 098 079. EDRS Price: MF-$0.83; HC-$20.75 plus postage.

A supplement to the textbook, *The Social Sciences Concepts and Values* (Harcourt Brace and World), the elementary grades curriculum guide incorporates career education into the social sciences with emphasis on career awareness and the world of work and the development of attitudes toward the dignity and satisfaction of work. The guide has separate divisions for grades one through five and consists of lesson plans for units of study that relate concept seeking, value seeking, and methods of intelligence to appropriate activities, resources, culminating activities, and evaluation techniques.

Career Development: The Family--Home--Community Project: Community Guide. Minnesota Environmental Sciences Foundation, Inc., Robbinsdale Independent School District 281, Minneapolis, MN. 1974. ED 103 591. EDRS Price: MF-$0.83; HC $11.37 plus postage.

The document provides realistic career exploration experiences for the ninth-grade student. Units include the building of a house to scale and interdisciplinary activities to locate the family and the home in a simulated community. Facets of community lifestyles and community functions make up the curriculum. Utilizing community simulation as a vehicle for career development, the social studies unit stresses community planning and personal economics roles and is developed in depth, taking up 90 pages of the document, while the other disciplines, through following the same general format, are dealt with more briefly. The five-phase schematic of the community game is applied to all the disciplines: (1) location of community and lifestyles, (2) analysis and development of individual roles, (3) mechanics of the community, (4) personal and institutional daily transactions, and (5) final debriefing.

Career Education and Our Working World. Science Research Associates, Inc., 259 E. Erie St., Chicago, IL 60648. 1973. ED 092 681. Not available from EDRS; available from publisher. n.p.

The document describes the portions of the most recent edition of *Our Working World* which have been developed, with the support of the U.S. Office of Education, to maintain and expand the career education strand in this basic elementary social studies program. Seven characteristics of the strand are presented. The career education strand is: (1) value oriented, (2) system oriented, (3) social reality oriented, (4) problem-solving oriented, (5) time oriented, (6) space oriented, and (7) future oriented. The career education strand is carried through each of the six levels of the program. Examples of concept statements from career-education-oriented activities are given in the teacher's resource guides for each of the six grade levels.

Career Education K-6. Lawrence Unified School District 497, 1973. Lawrence, KS. ED 107 327. EDRS Price: MF-$0.83; HC-$7.35 plus postage.

The elementary level career education instructional materials are arranged by grade level. Separate sections are devoted to each level and include an overview of the curriculum with objectives, activities, and resources (speakers, on-site visits, audiovisuals, books, and kits) for each topic covered. Emphasizing career awareness, each section's objectives deal with the world of work and character development. The social studies topics correspond to those in the basal elementary series *Concepts and Inquiry* (Allyn and Bacon, 1974-6). Three brief appendices list additional activities.

Career Education: Learning with a Purpose. Junior High 7-9, Social Studies. State Fair Community College, Sedalia, MO. 1974. ED 102 331. EDRS Price: MF-$0.83; HC-$3.50 plus postage.

The guide, prepared to supplement the existing curriculum, suggests activities related to three goals: (1) self goal: the student developing an awareness of who he or she is and through effective decision making what he or she can become; (2) society goal: the student becoming aware of the interrelationships of society with his or her school, community, family, work, and leisure; and (3) world of work goal: the student becoming aware of the many facets of the world of work. An outline of the philosophy and concepts of junior high school career education and exploratory work experience is followed by a guide for the integration of career education into any specified course. A major part of the guide consists of four social science-related units on: Europe (Communist Bloc, India-Pakistan-Bangladesh, Southeast Asia, and Southwest Asia); Africa (Egypt and North Africa, Central Africa, and South Africa); Australia and Antarctic Area (South Pacific Islands and New Zealand); and North American History--Exploration and Colonization (divided into six periods). Each unit contains several career-related activities, needed resources, and evaluation/outcome.

Economic and Career Awareness: Level A, Level B, and Level C. Ohio State University, Center for Vocational and Technical Education, 1960 Kenny Rd., Columbus, OH 43210. 1974. ED 114 697, ED 114 698, and ED 114 699. Not available from EDRS; available from publisher. $6.50; $4.50; $5.00.

This series of three teacher's guides was developed for primary and early intermediate levels. Learning experiences focus on the family as an economic unit, priorities families must place on satisfying basic economic needs, money as a medium of exchange that facilitates trade, the roles of banking and bank workers in our society, and such economic concepts as consumer, producer, needs, wants, goods, services, short-range and long-range planning, fixed and variable expenses, and budgets. Money substitutes as well as a variety of occupations and career fields are also dealt with. The career education elements emphasized are general economic and career awareness, economic attitudes and appreciations, beginning economic and decision-making skills, and educational awareness. The materials may be used with either a social studies or a mathematics class. Activity-coordinated resource materials include transparency masters, evaluation materials, and worksheets.

Education and the Consumer. Expanded Programs in Consumer Education. New York State Education Department, Bureau of Secondary Curriculum Development, Albany, NY. 1972. ED 067 355. EDRS Price: MF-$0.83; HC-$2.06 plus postage.

One of a series, this curriculum guide is designed for use as a supplement to a 12th-grade course entitled "Consumer Education, Materials for an Elective Course" described in ED 022 044, or as an independent unit. Education is viewed here not only as a consumer purchase but also as a preparation for future employment. Ways are given to use money to achieve greatest satisfaction. The purpose is to help students realize how education helps them achieve lifetime goals. The interdisciplinary course may be used in connection with social studies, home economics, business education, and other courses. Twenty understandings are presented with suggested pupil and teacher activities and sources that deal with the need for lifelong education, with ways of paying for such training, and with the agencies that provide it.

Exploring the World of Work. Ohio State University, Center for Vocational and Technical Education, 1960 Kenny Rd., Columbus, OH 43210. 1974. ED 114 707. Not available from EDRS; available from publisher. $8.00.

The teacher's guide, for use at the second- and third-grade levels, provides an introduction to a wide variety of occupations. Its purpose is to expand student awareness of both goods-producing occupations and service occupations within the community. It focuses on the distinction between goods and services, the concepts of occupational area and specialization, job preparation, personal needs and lifestyles and their relation to work, the function of work in meeting community needs, volunteer workers in the community, and finally, the influence of geographic area on occupations. Subject areas for which the materials in the guide have potential are social studies, language arts, and art. Activity-coordinated resource materials are included.

Hawke, Sharryl. *Careers in Social Studies. Profiles of Promise 28.* ERIC Clearinghouse for Social Studies/Social Science Education, Social Science Education Consortium, Inc., Boulder, CO. 1974. ED 091 285. EDRS Price: MF-$0.83; HC-$1.67 plus postage.

This document describes the Skyline Center in Dallas, Texas, a high school which provides career development in professional fields, and offers students a solid knowledge background in addition to some firsthand work experience. The school is organized on a cluster basis, with three hours per day spent on one of the 28 career clusters and the remainder in regular class schedule. The Advanced Social Studies Career Program serves as an example of an academic cluster for students interested in a social science career. The first year introduces students to a broad base of psychological and sociological concepts. Specialization begins in the second year when a specific career area is chosen and a self-directed curriculum is designed. Most students elect to do field work and spend one to four days a week at their position. Work placements have included the police and planning departments, creative learning centers, mental health clinics, social welfare agencies, schools, and law-related agencies. Evaluation includes letter grades as well as a subjective judgement by the learning directors. Staff and students testify to the value of this type of learning experience.

Learning About Business. Ohio State University, Center for Vocational and Technical Education, 1960 Kenny Rd., Columbus, OH 43210. 1974. ED 114 709. Not available from EDRS; available from publisher. $7.00.

In the teacher's guide, learning experiences focus on helping students in primary grades develop their understanding of the interrelationships among businesses, workers, and families through examinations of local stores and businesses and of the workers who work in them. Students are given the opportunity to acquire economic awareness and self-sufficiency. They learn to match needed goods and services to the types of stores and businesses that provide them. They identify and explore the basic business principles of income, expenses, and dependence on workers, customers, and other businesses. Activity-coordinated resource materials include worksheets, a game, and evaluation materials.

Man: His Life and Work. A Career Orientation Manual for Teachers of Seventh and Eighth Grade Social Studies. Cincinnati Public Schools, Cincinnati, OH. 1970. ED 050 005. EDRS Price: M7-$0.83; HC-$10.03 plus postage.

Among the challenges facing the U.S. as it enters the 1970s has been one to public education to adapt its program to technological change and its social effects; this manual deals with a limited aspect of this problem. Seventh- and eighth-grade social studies instruction is the focal point of the effort, and career orientation is the theme by which adaptation will be approached whether a pupil is interested in pursuing a liberal arts, vocational, or technical program. This approach contributes to the following specific goals: (1) provide meaningful career information in the context of specific subject matter instruction, (2) strengthen pupil interest in all subject areas, (3) provide a classroom atmosphere which would foster pupil motivation and encourage learning by discovery, (4) encourage pupil investigations which would lead to greater self-understanding, and (5) provide activities for pupil participation which simulate many roles in careers. This activity manual includes more than 100 career activities related to American history, urban living, Ohio history, and the social sciences.

Myself and Others at Home and School. Ohio State University, Center for Vocational and Technical Education, 1960 Kenny Rd., Columbus, OH 43210. 1974. ED 114 692. Not available from EDRS; available from publisher. $8.00.

Within the context of family and school, students in primary grades are encouraged to deal with an expanded idea of self. The learning experiences in the teacher's guide are designed to help this self become aware of its involvement in an institution called family, and of many different roles played by family members to achieve a variety of goals. Interdependency and responsibility are explored. These basic concepts are then applied to another familiar institution--the school. The concepts of occupational roles and school functions are carefully developed. Subject areas for which the materials in the guide have potential are social studies and language arts. Worksheets and other resource materials accompany many of the learning activities.

Niemeyer, Roger. *The Michigan Career Education Infusion Model and Social Studies Instruction in Select Michigan Schools.* Paper presented at the Annual Meeting of the National Council for the Social Studies, 1975. ED 115 527. EDRS Price: MF-$0.83; HC-$1.67 plus postage.

The Michigan program for teaching career education through social studies is described. The primary delivery system for career development is the social studies instructional program. The major technique used is known as the infusion process. In this process career development objectives are incorporated into existing instructional materials and classes. The premise is that instructional materials designed to help students achieve specific learning objectives can result in additional or secondary learning. The Michigan Department of Education has developed an inservice program and various materials to help the teachers effectively use the infusion process. Also included are a lengthy list of career development goals and objectives, a sample career education worksheet for developing specific learning objectives, and three sample social studies activities that have infused a career development component.

Olson, LeVene A. *Notes on Curriculum Development and Sample Career Education Modules.* Marshall University, West Virginia Department of Occupational and Adult Education, Huntington, WV. 1974. ED 105 175. EDRS Price: MF-$0.83 plus postage; HC not available.

The publication is intended to provide some guidance to educators who are in the process of developing career education units which will be integrated into and correlated with school subjects. The first part of the document focuses on developing resource units, and offers information about goals and objectives, the integration of career education into the existing curriculum, occupational clusters, and the unit format. Steps to be followed in developing career education modules are outlined. The second part of the document is comprised of exemplary career education modules for use at primary, intermediate, junior high school, and high school levels. These sample units were developed by 203 educators participating in career education curriculum development classes sponsored by a Regional Education Service Agency (RESA) in an eight-county area in West Virginia.

Secondary Social Studies Activities of the North Dakota Exemplary Project in Career Education, Grades 7-12. North Dakota State Board for Vocational Education, Bismarck, ND. 1973. ED 105 089. EDRS Price: MF-$0.83; HC-$8.69 plus postage.

The guide provides a flexible framework for learning experiences in the secondary social studies that will support the learning principles needed to attain the required knowledge, attitudes, and skills essential to productive living. These activities are to be integrated into the existing curriculum. A brief explanation is offered of career education--

its definition, philosophy for the secondary level, specific secondary objectives, summary of career education objectives, and the need for career education. Within the social studies area, activities are organized by the career education elements of: self-awareness, career awareness, attitudes and appreciations, economic awareness, skill awareness, and educational awareness. Each broad objective includes specific behavioral objectives, a suggested subject area and grade level, learning activities, suggested teaching techniques, resource materials, and worksheets. Supplemental materials are appended.

The Supermarket. Ohio State University, Center for Vocational and Technical Education, 1960 Kenny Rd., Columbus, OH 43210. 1974. ED 114 708. Not available from EDRS; available from publisher. $4.50.

The learning experiences in the teacher's guide are intended to acquaint students at the second- and third-grade levels with the food industry--the goods and services it provides, the workers it employs, and some of the basic skills the consumer needs. The supermarket, that segment of the food industry most familiar to primary students, is the focal point of study. As they observe and interview supermarket workers on the job, students gain some understanding of the job activities and play customers and supermarket workers, applying arithmetic and reading skills as they make shopping decisions. Subject areas for which the materials in the guide have potential are social studies and mathematics. Activity-oriented resource materials are included.

Wolfgram, Howard, et al. *Yearning and Earning: Fourth Grade.* Arizona State Department of Education, Phoenix, AZ. 1975. ED 111 975. EDRS Price: MF-$0.83; HC-$4.67 plus postage.

The ***Yearning and Earning*** field-tested unit for fourth graders was designed to help learners analyze the domestic situation of a home in terms of what is available, what is needed, and how all these are provided for within the community. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a unit resources profile. Lesson topics are: community services, public and private services, planning a new community, expenses, planning a budget, and reasons for saving. An instructional strategy guide (covering discussions, guest speakers, questioning, and role-playing) and a six-item bibliography are appended.

Working with Trees. Ohio State University, Center for Vocational and
Technical Education, 1960 Kenny Rd., Columbus, OH 43210. 1974.
ED 114 711. Not available from EDRS; available from publisher. $6.00.

The learning experiences in the teacher's guide are designed to aid primary students in developing an awareness of the personal and social value of work and of the variety of tree-related occupations. The relationship between trees and the people who work with them is presented in a manner that encourages an understanding of both the value of trees to human beings and the satisfaction of working with them. Students learn about trees and their role in the natural environment, the resources they provide, and ways to conserve them. Subject areas for which the materials in this guide have potential are: science, art, music, language arts, and social studies. Activity-coordinated resource materials include poster sets, a 25-page flash card set, worksheets, and evaluation instruments.

Career Role Playing in Social Studies Games and Simulations

Allender, Donna S., and Jerome S. Allender. *I Am The Mayor.* Temple
University, Center for the Study of Federalism, Philadelphia, PA. 1971.

This is an individualized simulation in which each student plays the role of mayor. The major objective is for the student to analyze the problems presented and make a decision based on rational examination of the situation. Components include a teacher's manual, "The Mayor's Work," "The Mayor's Questions," "The Mayor's Files," and "The Mayor's Decision." There are no correct solutions but students must be able to defend their positions. Students should be allowed to work at their own pace. (4-7).

Boocock, Sarane S. *Life Career.* Bobbs-Merrill, 4300 W. 62 St.,
Indianapolis, IN 48206. 1969.

Students, working in groups of two or three, are given role profiles of fictitious high school students. Participants follow these individuals through the next 15 years (15 rounds of play), making all the decisions required. Some of the materials are a bit out of date, and there is evidence of sexual bias. These problems can be easily corrected, however. For instance, students might use profiles of their own lives, or make up new fictitious profiles before the game begins. Six hours. (8-12).

Blacks and Whites, A Psychology Today Game. Communications Research Machines, Inc., 1011 Camino, Del Mar, CA 92014. 1970.

Blacks and Whites, a game for three to nine players, emphasizes the concept of black people as social change agents and stresses the absurdities of two races living side by side "in different worlds." Students, playing the roles of black and white real estate buyers, a treasurer, and an auctioneer, should become more aware of racial discrimination practices which tend to destroy self-concept and aspirations toward social efficacy. 90 minutes. (7-Adults).

The Buck Stops Here: A Simulation in Presidential Decision-Making. P.O. Box 2634, Anaheim, HRW Associates, CA 92804. 1970.

This American government simulation involves the president, a liberal and a conservative personal advisor, and five cabinet members and their assistants. The teacher's guide suggests several ways to involve the entire class in the role play. Each of the cabinet members presents a special problem to the president along with their recommendations. Advisors also give their recommendations. The president must make all final decisions and, in addition, prepare a final budget. Even though students may not all aspire to become president, cabinet members, or advisors on national policy, this game should give them a feel for other decision making and pressure careers. Five to six hours. (7-12).

Campaign. Instructional Simulations, 2147 University Ave., St. Paul, MN 55114. 1970.

This two-part simulation for 23 to 40 players deals with political party nominating procedures and a senatorial campaign and election. Divided into five groups, students role play democratic party members, republican party members, members of the news media, political analysts, and representatives of the public sector. Some also role play candidates, precinct workers, and pressure groups. Minimum: Ten to 15 hours. May take longer and may be repeated. (10-Adult).

Clark, Todd. *Police Patrol.* Simile II, 218 12th St., P.O. Box 910, Del Mar, CA 92014. 1973.

Police Patrol is designed to give students an understanding of the role of police and authority in our society. From 20 to 35 students role play various incidents reflecting the kinds of services the police actually perform as well as the fears and pressures police experience. One to nine class periods. (7-Adult).

Cohan, Peter H. *Enviro County: A Gaming Simulation of Regional Planning Process.* Oak Ridge National Laboratory, Oak Ridge, TN. 1973.

Designed to give participants insight into regional land-use planning, *Enviro County* simulates a regional planning commission which must resolve complex socio-technical problems, considering political, social, economic, and natural environmental factors. Fifteen students role play commissioners who have varied occupations, such as a doctor, a dairy farmer, an account executive, and a local paper company supervisor. Other commissioners are also of diverse economic status and philosophies. Conflicting interests create intense conflicts and pressures. Additional roles are suggested allowing large groups to participate. Four to six hours. (9-12).

Coleman, James S. *Democracy.* Bobbs-Merrill, 4300 W. 62 St., Indianapolis, IN 46206. 1969.

Democracy is a set of eight games which develop from simple to complex. From six to eleven students simulate various stages of decision making in the democratic process. In Game 1 students role play legislatures and in Game 2 they are citizens with such occupations as farmers, sales persons, skilled and unskilled laborers, white collar workers, business representatives, clerical workers, and professionals. Some, in addition, are unemployed. Game 3 shows students the relationship between the role of legislator and citizen in a representative democracy. Other games are advanced variations of Game 1. Games 1, 2, and 3: 50 minute class period each, if briefed the previous day. Other games: 2 or more class periods. (7-12).

Crisis in Middletown--A Simulation in Labor Relations. Edu-Game, P.O. Box 1144,
Sun Valley, CA 91352. 1972.

The entire class may participate in this simulation of labor unrest in a semi-urban community. Students are divided into four groups: striking workers, non-striking workers, management, and non-factory citizens who represent the business and professional workers in Middletown. Interrelationships between the four groups are emphasized, with major value differences complicating the problem. Three to four hours. (7-12).

Davis, James E., and Suzanne Wiggins Helburn. *Transact.* Addison-Wesley,
Reading, MA 01867. 1973.

Developed as part of the course, *Economics in Society, Transact* simulates a wholesale market with cords of wood representing the product being sold. Twenty to 48 players role play buyers, who try to purchase cords of wood at the lowest possible cost, and sellers, who try to get the highest price they can. One class period. (9-14).

Dodge, Dorothy, and Jimmie Powell. *Mulberry.* Paul S. Amidon and Associates,
5408 Chicago Ave. South, Minneapolis, MN 55417. 1970.

Mulberry is a simulation for 25 to 35 students designed to provide insight into the problems faced by communities with urban renewal programs. Throughout the game, City Council members, professionals from the Mulberry Community Development Authority, members of the Downtown Real Estate Association, representatives from private industry, residents of Mulberry, and citizens of Greenbriar--the larger community--seek to maximize their own individual interests and those of the interest groups to which they belong. Three to five class periods. (10-Adult).

Echan, George W. Jr., et al. *Jury Game.* Zenger Publications, Gateway
Station 802, Culver City, CA 90230. 1974.

In the *Jury Game* 25 to 35 students assume the roles of jurors, attorneys, judges, defendants, plaintiffs, and court reporters, as they simulate the jury selection process and participate in mock trials. is recommended that a practicing attorney be present and participate in the game. Three to seven class periods. (7-Adults).

Edstrom, Eric. *Power.* Scott, Foresman, 1900 E. Lake Ave., Glenview, IL 60025. 1972.

Power, which may be played by 15 to 35 students, consists of four alternative game scenarios: (1) the control by one large nation of four small nations, (2) the nomination of a Supreme Court justice by a powerful president, (3) a conflict between a big city mayor and a suburban county executive, and, (4) a corporate power struggle. The authority figure, in each case, requires loyalty statements, censors the press, and attempts to keep subordinate players divided. Players are divided into four groups: communicators, bankers, media representatives, and observers. Five class periods each. (9-Adult).

Exchange--A Stock Market Activity. Edu-Game, P.O. Box 1144, Sun Valley, CA 91352. 1972.

This economics simulation was designed to acquaint students with the stock exchange. The entire class is organized into Stock Clubs consisting of two or three students each. Students role play buyers and sellers attempting to make money on the market. Five hours. (7-12).

Feldt, Allan G. *CLUG: Community Land Use Game.* Free Press, 866 Third Ave., New York, NY 10022. 1972.

CLUG is a simulation in which five to twenty players plan, build, and maintain their own community. Although students are not assigned particular career roles, they are involved in buying land, constructing commercial or residential properties to make profitable investments, finding employment for residents, hiring employees for business and industry, and finding customers for service establishments. As the principal decision-makers in an urban community, students often find themselves in roles similar to those of urban planner, investor, developer, builder, business or factory owner, and various members of city government. Introductory session: two hours. Five additional hours to complete one game. May be continued throughout school year, preferably once a week, three to four hours at a time. (7-Adult).

Fischer, Stephen J., and Raymond A. Montgomery, Jr. *Inner-City Planning.* Macmillan, 866 Third Ave., New York, NY 10022. 1971.

In this simulation, portraying outstanding contemporary urban problems, up to 40 students plan the improvement of an urban area by determining environmental conditions most likely to enhance the lives of citizens living in the area. By providing a broad overview of urban society, it would be a good introductory or concluding unit for an urban studies course. Students role play such figures as city planning officials, residents with various occupations, public housing personnel, and land developers. Six 40-minute class periods. (9-12).

The Game of Farming. Macmillan, 866 Third Ave., New York, NY 10022. 1969.

Designed by the High School Geography Project as part of the unit "Manufacturing and Agriculture," *Farming* is an agricultural investment game where ten to 30 students, working in pairs, assume the role of farmers in three separate historical periods: 1880-1882, 1919-1921, and 1933-1935. Students learn that various forces such as weather, technology, and world affairs can seriously affect the farmer's production and profits, and that many farmers, despite hard work and wise investments, lost their land during the Great Depression. Four and one-half to six class periods. (7-12).

Gillespie, Judith A. *City Hall.* Ginn and Company, 191 Spring St.,
Lexington, MA 02173. 1972.

Simulating a mayoral campaign and election, 14 to 48 players role play candidates, journalists, radio announcers, campaign managers, civic leaders, social activists representing various causes, and citizens with such occupations as laborers, business representatives, factory workers, sales clerks, lawyers, teachers, and principals. Introduction time: 30 minutes; playing time: three 50-minute class periods; debriefing: one class period. (9-14).

Gillespie, Judith A. *Influence.* Ginn and Company, 191 Spring St.,
Lexington, MA 02173. 1972.

Designed as part of *American Political Behavior, Influence* may also be used with other political science curricula. From 21 to 51 students assume the roles of official decision-makers such as the president, congressional representatives, and federal bureaucrats, and of unofficial opinion makers such as, interest-group leaders, media representatives, and experts from political science, economics, and industry. Players make national policy on three issues: domestic welfare, foreign policy, and congressional reform. They also explore two basic questions about policy making: "Who is influential?" and "How is influence exercised in different political situations?" Three class periods, plus one class period for debriefing. (9-14).

Goodman, Frederick L., and Robert Parnes. *They Shoot Marbles, Don't They?* Urbex Affiliates, P.O. Box 2198, Ann Arbor, MI 48106. 1973.

Eight to 50 players design and control a society that uses marbles as symbols of power, wealth, skill, status, employment, or whatever commodity is deemed necessary for survival. Students are divided into three groups: private citizens, a police force, and a group of lawmakers. As private citizens bargain for marbles, the police force regulates the game, and lawmakers devise rules which determine the direction of the game. Three one-hour class periods. (4-Adult).

Government Reparations for Minority Groups. Edu-Game, P.O. Box 1144, Sun Valley, CA 91352. 1972.

Students are divided into the following six groups: a Senate Fact-Finding Committee, representatives of the American Indian Society, the Chicano Cultural Association, the Love It or Leave It Association of America, the National Black Conference, and the Taxpayers Association of America. Each of the last five groups is demanding reparations from the government for past injustices. The "senators" must make recommendations regarding payment. Claimed injustices could be adopted to relate to unequal job and job-training opportunities and discriminatory hiring practices. Three to five hours. (7-12).

Katsh, Ethan, Ronald M. Pipkin, and Beverly Schwartz Katsh. *Plea Bargaining: A Game of Criminal Justice.* Simile II, 218 12th St., P.O. Box 910, Del Mar, CA 92014. 1974.

Up to 35 players role play judges, district attorneys, public defenders, and defendants in this simulation, designed to help students understand how the criminal justice system works and why it works the way it does.

During the course of the game students experience the pressures of heavy case loads on decision making. Each case is meant to emphasize a different aspect of plea bargaining. Four class periods. (7-12).

Kennedy, Charles L. *Committee: A Simulation of the Congressional Committee System.* Interact, P.O. Box 262, Lakeside, CA 92040. 1976.

Committee simulates the process of considering the president's legislative program. Up to 35 students role play members of the Senate and House Judiciary Committees, lobbyists for special interest groups, presidential advisors, and the president. The goal for each participant is to secure the passage of legislation most favorable to his or her own particular interests. Two and one-half weeks. (8-12).

Lawson, Barry R. *New Town.* Harwell Associates, Box 95, Convent Station, NJ 07961. 1971.

Four to ten players or four teams purchase land; build factories, homes, and stores; vote on parks, schools, and municipal services; and experience aspects of financial success, environmental problems, and municipal growth. Players assume the roles of business representatives, town clerk, town council members, and town planners. Five levels of play are suggested to accomodate students of various age and ability levels. One to four class periods. (7-Adult).

Lipetzky, Jerry. *Dig: A Simulation of the Archeological Reconstruction of a Vanished Civilization.* Interact, P.O. Box 262, Lakeside, CA 92040. 1969.

Fourteen to 36 players divide into two teams in this four-phase simulation. In the first two phases each team secretly creates their own civilization by identifying patterns in government, economics, family, language, religion, and recreation. The teams then design, construct and bury artifacts. In the third phase, using anthropological and archeological techniques, the other teams conduct a dig and try to reconstruct the civilization from the artifacts they find. In the final phase students compare their finds with the civilization as it was created. Four weeks, based on 45-minute class periods. (5-12).

Market. Benefic Press, 10300 W. Roosevelt Rd., Westchester, IL 60153. 1971.

Market was developed as a part of the Elementary Economics Project by the Industrial Relations Center at the University of Chicago. From eight to 20 students play the roles of consumers, retailers, and wholesalers. The game is designed to illustrate the economic concepts of supply and demand through the simulation of every day purchasing and selling of basic food products. Three class periods. (6-8).

McLure, John. *Puzzle: A Simulation of a Biographer's Tasks*. Interact, P.O. Box 262, Lakeside, CA 92040. 1972.

Students divide into four teams and perform the tasks of a biographer-historian. Each team attempts to piece together the lives of Amos Tuttle, an 18th century Virginia planter, and Molly Andrews, his talented slave, by searching for simulated documents hidden by the teacher, and talking to faculty and community "descendants." Three weeks. (8-12).

Napoli. Simile II, 218 12th St., P.O. Box 910, Del Mar, CA 92014. 1969.

Developed by the Western Behavioral Sciences Institute, *Napoli* is a simulation game in which 16 to 40 students act as members of a legislature. The game was designed to illustrate legislative processes and personal/political problems inherent in a representative democracy. Three class periods. (7-14).

No Dam Action: En Ecology Simulation. Instructional Simulations, 2147 University Ave., St. Paul, MN 55114. 1974.

This simulation focuses on a proposed water management project, with 20 to 40 participants role playing individuals involved in making decisions about the project. Specifically, students role playing business persons, conservationists, politicians, industrialists, property owners, judicial officials, agriculturalists, and civic-minded individuals, examine how a river can be controlled without producing environmentally destructive consequences. Seven to nine hours over a four-week period. (9-Adult).

Quigley, Charles N., and Richard P. Longaker. *Voices for Justice: Role Playing in Democratic Procedures*. Ginn and Company, 191 Spring St., Lexington, MA 02173. 1974.

A 99-page, paperbound book of role playing activities, *Voices for Justice* was designed to provide students with an opportunity to act out the decision-making processes inherent in a democratic society. Simulations include four court cases, a Presidential decision, a labor-management mediation session, a Senate committee hearing, and a Senate debate. The various roles include a school principal, a judge, a lawyer, a fisherman, a representative of Consolidated Edison, a representative of Continental Airlines, grape growers, and senators. A teacher's annotated edition is available. Two to five class periods. (9-12).

Rasmussen, Frederick A. *The Redwood Controversy*. Houghton Mifflin,
1 Beacon St., Boston, MA 02107. 1971.

This simulation, developed by the author while with the Educational Research Council of America, highlights conflicting ecological, sociological, and political issues that develop over a question of land ownership and land use concerning the California redwoods. From nine to 36 students assume the roles of conservationists, lumbermen, and other experts who testify before a senate committee. Student roles as senators include positions that reflect competing state interests, advocate property rights, indicate the influence of friends, protect employment opportunities, and receive pressure from sports enthusiasts. Time required varies. (7-12).

Rausch, Erwin. *Economic Decision Games*. Didactic Systems, Box 457,
Cranford, NJ 07016. 1968.

From 12 to 48 students can play each of the games in this series. In the various games, each of which may be played independently from the others, students role play labor and management negotiations, business persons, bankers, representatives from industry, and other career roles. Titles include *Banking, Collective Bargaining, The Community, The Firm, International Trade, The Market, The National Economy,* and *Scarcity and Allocation*. All involve students in rather sophisticated economic problem solving. Three to five class periods each (allowing for several rounds of play is suggested). (12-Adult).

Reese, Jay. *Contractors: A Simulation of Construction Companies Building Community Improvement Projects.* Interact, P.O. Box 262, Lakeside, CA 92040. 1976.

In *Contractors* students learn about free enterprise as well as about the construction industry by forming and naming their own construction companies. During the simulation the various companies compete with each other for bids, and once awarded a bid, complete Bonus Work Projects such as drawing a map of the project, building a model, or drawing floor plans. Fate Cards add realities such as strikes, bad weather, and material shortages to the simulation. Goals are to win bids, complete projects with as few problems as possible, earn the maximum amount of money, and go on to another project. Two weeks. (5-12).

Rosser, David. *Pressure: A Simulation of Decision Making in Local Government.* Interact, P.O. Box 262, Lakeside, CA 92040. 1972.

Up to 36 students role play citizens of a community facing such issues as zoning vs. personal rights, cultural and environmental preservation vs. economic gain, and school modernization vs. tradition and taxpayers. Students role play citizens in such occupations as lawyer, teacher, farmer, carpenter, college student, construction worker, retail clerk, factory worker, and a sporting goods store owner, all of whom belong to one of five community groups. These groups are a Taxpayers' Association, a Chamber of Commerce, a Developers' Association, a Farmers' Co-operative, an Ecology Club, and an Historical Society. Three weeks. (8-12).

Rosser, David R., Donald C. Ernsberger, and David E. Yount. *Enterprise: A Simulation of the American Capitalistic System.* Interact, P.O. Box 262, Lakeside, CA 92040. 1972.

In *Enterprise*, up to 36 students are grouped into bankers, business representatives, brokers, consumers, welfare poor, politicians, and lobbyists. As these groups interact, buying and selling capital and labor, students learn many basic economic concepts and should come to understand how labor, capital, and governmental pressures and regulations interact in the American economy. Three and one-half weeks. (10-12).

Shirts, R. Garry. *Metropolitics.* Simile II, 218 12th St., P.O. Box 910, Del Mar, CA 92014. 1970.

In this game anywhere from 18 to 35 students learn about urban problems and some of the political solutions that have been proposed for these problems. These "solutions" are presented in the form of six propositions to be voted on in a referendum. Students role play various community members including a surgeon, a taxi driver, an advertising executive, a city council member, a machine shop foreman, a department store employee, and a corporate executive. Three class periods. (7-Adult).

Stitelman, Leonard, and William D. Coplin. *American Government Simulations Series. The Congressman at Work: A Simulation Exercise.* Science Research Associates, Inc., 259 E. Erie St., Chicago, IL 60611. 1969.

Any number of students may participate in this simulation, designed "to give students an appreciation of the role of the congressman in the political process, particularly as it relates to his constituents." There are four congressional roles and each is faced with eight decision-making problems. The simulation may be assigned as homework or completed in class. One and one-half hours per role. (11-Adult).

Swindle. Changing Times Education Service, 729 H St., NW, Washington, DC 20006. 1971.

Swindle, designed to acquaint students with "real life consumer dilemmas," focuses on bargaining and decision making in the marketplace and demonstrates the need for buyers to investigate carefully before making purchases. Students role play sellers, buyers, advisors, and repair persons. Two class periods. (7-12).

Twelker, Paul. *Pollution: Negotiating A Clean Environment.* Instructional Development Corporation, P.O. Box 305, Salem, OR 97308. 1971.

Representatives from business and industry, citizens, conservationists, and state government representatives negotiate to work out a compromise between concern for the environmental quality and personal and corporate goals. Four players or four teams of up to 32 players assume roles of people in each of these four groups as they deal with issues such as off-shore oil drilling and banning non-returnable bottles. One to two class periods. (7-Adult).

Yount, David, and Paul Dekock. *Strike: A Simulation of the History of American Labor-Management Relations.* Interact, P.O. Box 262, Lakeside, CA 92040. 1970.

Twenty-four to 38 students may participate in *Strike.* Students role play owners, managers, foremen, or workers in two late 19th century towns--one with a steel mill, one with a coal mine. Other players are unemployed. This phase culminates in a strike, a lockout, or attempts at collective bargaining. In Phase II students see how labor-management relations have changed as they participate in a contemporary case study of collective bargaining. Three weeks. (8-12).

Zaltman, Gerald. *Consumer.* Bobbs-Merrill Company, 4300 W. 62 St., Indianapolis, IN 46206. 1969.

Consumer is a decision-making game involving 11 to 34 players. Participants assume the roles of consumers, a sales person, credit agents such as a banker, a department store credit manager, or a finance company manager, and simulate a marketplace in which goods are offered for sale and credit may be obtained. One and one-half hours with 11 to 17 players. More time required for more players, unless they are teamed up. (7-Adult).

Zarecky, Gary. *Moot.* Interact, P.O. Box 262, Lakeside, CA 92040. 1972.

Moot, a group of simulation activities for 22 to 36 students, focuses on a number of issues, the major one involving a drug abuse case. Students assume the roles of prosecuting attorneys, defense attorneys, judges, and narcotics officers, in addition to defendants, witnesses, and a variety of other courtroom participants. Students learn about criminal procedures and juvenile law as practiced in the United States. Fifteen class periods for the major simulation; three to 20 class periods each for the other six suggested trials. (7-12).

Teacher Resources

Bailey, Larry J., and Ronald W. Stadt. *Career Education: New Approaches to Human Development.* McKnight Publishing, Bloominton, IL 61701. 1973.

The book begins with an analysis of educational criticism and ends with an analysis of change theory as applicable to education. The core of the book consists of the history and theory of three interrelated areas: career development, the foundations and evolution of career education, and curriculum development. The prime objective is to support the implementation of career development as a valid approach to human development in the educational system.

Begle, Elsie P., et al. *Career Education: An Annotated Bibliography for Teachers and Curriculum Developers.* American Institutes for Research in the Behavioral Sciences, P.O. Box 1113, Palo Alto, CA 94302. 1973.

Following a general introduction, three major reference sections are included. Each section begins with an overview and synthesis followed by annotated references. The first section annotates approximately 160 references from professional career education literature. In the second section 100 career-related titles from literature for children and youth are annotated. The last section annotates 69 items such as bibliographies, curriculum materials, journals, and newsletters related to career education.

Career Education: A Handbook for Implementation. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. 1972.

The four chapters include a discussion of the concept of career education, sources of dissatisfaction in the educational system, the development of career education, and guidelines for implementing career education at the state and community level. A selected bibliography is also included.

Career Education: Microfiche Collection Catalog. Career Education Task Force, California State Department of Education, Sacramento, CA 95814. 1975.

This catalog includes titles of curriculum, instruction, guidance, and management materials in microfiche format, available from the California State Department of Education. The materials listed emphasize the infusion of career education concepts into all disciplines, for all ages. A total of 58 subject areas are represented.

Career Education Mini-Conferences: Final Report. The Center for Vocational Education, The Ohio State University, Columbus, OH 43210. 1976.

This report is a result of 27 mini-conferences for career education practioneers, organized and administered by Dr. Richard Miguel of The Ohio State University, under a grant from the Office of Career Education. Notes from the conferences offer many useful ideas to educators and community representatives for career education programs.

Career Education: What It Is and Why We Need It, From Leaders of Industry, Education, Labor and the Professions. Chamber of Commerce of the United States, 1615 H St., NW, Washington, DC 20006. 1975.

The booklet urges school leaders and leaders of business, labor, and community groups to cooperate by reinforcing each other's efforts in getting career education underway and supporting existing programs. The seven chapters focus on the concept of career education, the need for career education, "glimpses" of career education, a comparison of career education and vocational education, who should be involved in career education, how to get started, and where to get help. A bibliography is also included.

Drier, Harry N., Jr., ed. *Career Development Resources: A Guide to Audiovisual and Printed Materials for Grades K-12.* Charles A. Jones Publishing, 4 Village Green, Worthington, OH 43085. 1973.

This guide consists of four sections: Kindergarten-Grade 3 Resources, Grades 4-6 Resources, Grades 7-9 Resources, and Grades 10-12 Resources. The career development resources in each section are classified as "Self" resources, "Work World" resources, or "Planning and Preparation" resources. Resources include films, filmstrips, slides, tapes, records, printed materials, kits, games, and other materials. A brief, descriptive annotation is given for many items listed.

Dunn, Charleta J., and Bill F. Payne. *World of Work: Occupational-Vocational Guidance in the Elementary Grades, A Handbook for Teachers and Counselors.* Leslie Press, 11 Leslie St., Dallas, TX 75207. 1971.

The first part of this book discusses the importance of occupational-vocational guidance, emphasizing its place in all subject areas and grade levels. Part Two presents vocational developmental tasks, objectives, teaching units, and resources for preschool and primary grades (K-2), This paper represents the U.S. Office of Education's first comprehensive policy statement on career education. It outlines conditions calling for educational reform, presents a rationale for career education, offers a definition of career education, discusses basic concept assumptions and programmatic assumptions of career education, defines initial implementation tasks, suggests learner outcomes, and discusses basic educational changes brought about by career education.

Hoyt, Kenneth B. *Setting the Record Straight: A Reply to Grubb and Lazerson.* The Center for Vocational Education, The Ohio State University, Columbus, OH 43210. 1976.

The primary purpose of this paper is to correct what Hoyt sees as false perceptions of career education that appeared in an article by Grubb and Lazerson in the November 1975 issue of the *Harvard Educational Review.* Hoyt discusses differences between career education and vocational education, the concept of "work" in career education, career education in post-secondary education, and criteria for evaluation of career education.

Hoyt, Kenneth B., et al. *Career Education: What It Is and How To Do It.* Second Edition. Olympus Publishing Company, 1670 E. 13 St., Salt Lake City, UT 84105. 1974.

This book discusses the philosophy and concepts of career education, why it is needed, how it developed, what it involves, implementation strategies, and potential contributions.

Mangum, Garth L., et al., eds. *Career Education in the Academic Classroom.* Olympus Publishing Company, 1670 E. 13 St., Salt Lake City, UT 84105. 1975.

This book is the product of a conference sponsored by the National Foundation for the Improvement of Education, and attended by representatives from the National Council for the Social Studies, as well as from national associations of teachers of math, English, science, art, foreign languages, and physical education. The book explores relationships between these traditional disciplines and career education. Techniques and sample strategies for integrating career education concepts and goals with those of the disciplines are offered.

Marland, Sidney P., Jr. *Career Education: A Proposal for Reform.* McGraw-Hill Book Company, 1221 Ave. of the Americans, New York, NY 10020. 1974.

This book discusses how career education seeks to make schooling more relevant, describes its current impact through citing examples, and explores its potential for revitalizing curriculum. In addition, pros and cons of career education are examined.

McClure, Larry. *Career Education Survival Manual: A Guidebook for Career Educators and Their Friends.* Olympus Publishing, 1670 E. 13 St., Salt Lake City, UT 84105. 1975.

This handbook emphasizes significant career education concepts and issues. The 58 concepts are arranged alphabetically, and include such terms as "Awareness," "Career Development," "Decision Making," "Integration," and "Planning and Projecting."

Pierce, William . *Lifelong Education--Into the Nation's Third Century.* The Center for Vocational Education, The Ohio State University, Columbus, OH 43210. 1976.

This paper discusses life-long education as one of the goals of career education.

Ressler, Ralph. *Career Education: The New Frontier.* Charles A. Jones Publishing, 4 Village Green, Worthington, OH 43085. 1973.

This book describes how to implement career education concepts without disrupting or destroying the present curriculum. Since the career development process begins in the early grades, special attention is given to the elementary program. Eight chapters discuss the role of career education, historical background, aspects of a comprehensive program, implementation, elementary activities and facilities, career education in the middle grades, and initiating career education.

Ressler, Ralph. *Elementary Career Education: Career Awareness.* Instructional Dynamics Incorporated, 166 E. Superior St., Chicago, IL 60611. 1975.

This program consists of six two-sided cassettes. The following titles are included: "Background of Career Education," "Career-Related Awareness," middle grades (3-4), and later grades (5-6). Career objectives and activities suggested are designed to relate directly to social studies curricula most commonly taught in the United States.

Dunn, James, et al. *Career Education: A Curriculum Design and Instructional Objectives Catalog*. American Institute for Research in the Behavioral Sciences, P.O. Box 1113, Palo Alto, CA 94302. 1974.

The purpose of the catalog is to suggest a potential career education curriculum for kindergarten through grade nine. Following an introductory section, 1,981 career-related instructional objectives are presented. They are classified as self-understanding and appreciation objectives, opportunities and options objectives, or orientation and goal formulation objectives. These in turn are divided into subcategories. In addition each objective is identified by topic and concept, or in the case of occupations, by career cluster.

*EPIE Career Education S*E*T*. Volume I: How to Select and Evaluate Instructional Materials. Volume 2: Analyses of Seven Hundred Prescreened Materials. ***Selection and Evaluation Tools.* EPIE Institute, 55 Bethune St., New York, NY 10014. 1975.

Volume 1 discusses how to select materials that fit your needs, how to detect racism and sexism in materials, and a discussion of the producers' evaluation activities. Appendices include a list of state career education coordinators and a list of career education periodicals. Volume 2 focuses on 700 materials and lists components and price information; grade level; brief nonevaluative annotation of goals, objectives, content, activities, and evaluation techniques; and a statement about the producers' evaluation activities.

Evans, Rupert N., Kenneth B. Hoyt, and Garth L. Mangum. *Career Education in the Middle/Junior High School*. Olympus Publishing, 1670 E. 13 St., Salt Lake City, UT 84105. 1973.

The purpose of this book is to help educational administrators and teachers at the middle/junior high school level assist more effectively in the development of values and the discovery of achievement-related and service-related talents. Eight chapters include a discussion of career education and career development at this level, career development practices, the place of career education in the academic classroom as well as in the practical and fine arts, types of work-related experiences, ways to organize education, and career education and reform.

Goldstein, Eleanor C. *Work*. Social Issues Resources Series, Inc., 1200 Quince Orchard Blvd., Gaithersburg, MD 20760. 1975.

This resource is for secondary students as well as for teachers and consists of 80 journal articles related to work. A detailed subject index allows teachers to infuse career education easily by relating articles on work to particular unit topics they are currently teaching. Subject terms include the following: Black Americans--Job Discrimination, Coal Mining, Criminal Records--Youth, Economic Growth--U.S. Developing Nations--Child Labor, Family Life--Career Impact, Labor--Laws and Legislation, Social Values, United Nations, and Welfare Programs--U.S. Supplements consisting of 20 or more articles are published annually.

Help Wanted: Sexism in Career Education Materials, How to Detect it and How to Counteract its Effects in the Classroom. Women on Words and Images, P.O. Box 2163, Princeton, NJ 08540. 1975.

This book offers examples of sexism in career education materials. Suggestions for selecting nonsexist materials and for eliminating sexism in the classroom are also given.

Herr, Edwin L., and Stanley H. Cramer. *Conditions Calling for Educational Reform: An Analysis* (Monographs on Career Education). Office of Career Education, U.S. Office of Education, Washington, DC 1974.

This paper presents background information on the eleven conditions calling for educational reform as outlined by the Office of Education (Hoyt, U.S.O.E. Policy Paper, 1974). For each of the conditions discussed, the potential contribution of career education in alleviating them is considered.

Hoyt, Kenneth B. *An Introduction to Career Education: A Policy Paper of the U.S. Office of Education*. U.S. Office of Education, Washington, DC 1974.

"Alternative Approaches to Elementary Career Awareness," "Implementing Career Education: Development of Instructional Materials," "Curriculum Changes Due to Career Education," "Use of Community Resources in Career Education," "Supportive Services in Career Education," "Evaluation of Early Results," and "Evaluation of Long Term Goals."

Ryan, Charles W. *Career Education: A Handbook of Funding Resources.* Second Edition. Houghton Mifflin, 1 Beacon St., Boston, MA 02107. 1974.

This handbook includes a profile of career education; suggested local, state, federal, and foundation funding sources; and a chapter on techniques for preparing proposals. A variety of appendices, such as "Proposal Rating Criteria," are also included.

Stebbins, Linda B., Nancy L. Ames, and Alana Rhodes. *Sex Fairness in Career Guidance: A Learning Kit.* Abt Publications, 55 Wheeler St., Cambridge, MA 02138. 1975.

This learning kit for counselors, counselor educators, or teachers involved in career guidance may be self-administered and is designed to aid in the elimination of sex-role stereotyping and sex bias in the process of career choice. The four chapters are: "Orientation to Sex-Fairness," "Recommendations for a Comprehensive Sex-Fair Career Guidance Program," "Guidelines and Recommendations for Sex-Fair Use of Career Interest Inventories," and "A Resource Guide." Supplementary materials included in the kit are pre- and post-assessment techniques, spirit masters, transcripts of counselor-client interactions, role play scenarios, and a cassette tape of four counseling interviews.

Wurman, Richard Saul, ed. *Yellow Pages of Learning Resources.* The MIT Press, 28 Carleton St., Cambridge, MA 02142. 1972.

This resource suggests many ways students can learn from their own community. The book is arranged alphabetically by community resource. Examples are architect, city hall, journalist, museum, taxicab drivers, tree stump, and weather forecasting.